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ABSTRACT

The purpose of the Sylacauga, Alabama, exemplary program, reported for the period from July 1, 1970 to June 30, 1973, was to demonstrate practices found effective for working with socioeconomically disadvantaged and other dropout-prone students. Program objectives were to provide: (1) student counseling services to help appraise interests, aptitudes, and skills in relation to occupational preferences; and (2) a sheltered work experience vocational curriculum with vocational counseling services to assist students in developing entry level skills for commensurate occupations. Inservice training was conducted and programs developed in five areas: grounds keeping and landscaping, janitorial and custodial, domestic, food service, and maintenance service for building and equipment. The programs centered around work experiences at work stations provided by the school system. Combined with the vocational instruction was a compensatory program in basic communication skills, reading, and mathematics as needed for the jobs. More than half of the students also held part-time jobs, some of them in their areas of study, and earnings from the jobs contributed to students' improved attitudes. Appended materials comprise over half of the document and include: newspaper articles, participant responses, supervisor's checklist, list of project developed materials, resource bibliography, attitude tests, and project budget. (MF)

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FINAL REPORT

A SHELTERED WORK EXPERIENCE CENTERED VOCATIONAL CURRICULUM FOR LOW ACHIEVING STUDENTS

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576
(States Part)

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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October 1973

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REPORT SUMMARY

A. Time Period Covered

The Final Report of the exemplary project, "A Sheltered Work Experience Centered Vocational Curriculum for Low Achieving Students", at Sylacauga, Alabama covers the three year period from July 1, 1970 to June 30, 1973.

B. Goals and Objectives

The central purpose of the Sylacauga Exemplary Program was to demonstrate practices found effective for working with socio-economically disadvantaged and other dropout-prone students. More specifically the program objectives were:

1. To provide student counseling services necessary to assist students in appraising their current interests, aptitudes, skills, and personalities in relation to occupational preferences.
2. To provide a sheltered work experience vocational curriculum for youth and to follow through with the vocational counseling services necessary to assist students in selecting and developing entry level skills for occupations commensurate with their abilities, interests, and aptitudes.

C. Procedures Followed

Upon initiation of the project, the first major activity was staff recruitment and training. An excellent in-service training program utilizing many consultants from the State of Alabama was conducted to properly orient the teacher-coordinators and work station supervisors for dealing with youth with special needs. The project added a total of four teacher-coordinators to the Sylacauga City School System's regular teaching staff. Two of the teacher-coordinators were based at Sylacauga High School and the other two were located at East Highland Junior High School.

The teacher-coordinators had approximately one month lead time prior to students entering the program. This time period was used for identification and selection of dropout-prone students as well as development and modification of curriculum materials utilizing behavioral objectives. These teacher-coordinators were also responsible for locating sheltered work stations (at school) and part-time employment for students after school hours. Their duties entailed the supervision of these "special" students along with the supervision provided by the work station supervisors. The teacher-coordinators were also responsible for working with the sheltered work station supervisors, at school, to develop individualized learning experiences for students directly related to the skills, duties and responsibilities these students were involved in on the job.

Five program-of-study areas were developed for students in the Sylacauga Exemplary Project by the teacher-coordinators under the direction of the project director. These five program-of-study areas and the number of students who participated in each over the three years of operation were:

Program of Study Area	Participants
1. Grounds Keeping and Landscaping	49
2. Janitorial and Custodial Services	64
3. Domestic Services	52
4. Food Service	46
5. Maintenance Service for Building & Equipment	1

The program of studies centered around work experience. Most pupils worked under the direction of an immediate supervisor provided by the school system at these work stations. As an example, the students concentrating on Food Service Activities worked under the supervision of the Lunch Room Director at their station; the students concentrating on Janitorial and Custodial Services worked directly under the guidance of the Head Custodian at their assigned stations; while the students concentrating on Domestic Services worked directly under the supervision of the Director of the Day Care Center. The teacher-coordinator provided overall supervision of all work experiences in his unit. It was expected that students would remain in the instructional program until they developed employment skills at a level which would enable them to obtain and retain a job.

Program-of-study activities were based upon the premise that the participants would benefit most from learning experiences in which basic or compensatory education was combined with and related to acquisition of vocational skills appropriate to the students abilities and interests. General and vocational guidance services and all other pupil programs and services established for the total pupil population were an integral part of the program.

Students identified as meeting the proposal criteria were contacted and had the program explained to them. Each of these students were asked if they wished to participate in the program. If they expressed an interest, the teacher-coordinators visited the parents and explained the program to them. Upon parental approval the students were then enrolled in the project. The teacher-coordinators also visited the home of students to talk with parents to assist in retaining the students in the project.

Students were administered aptitude tests, personality tests, and interest inventory tests by which to aid in assisting the students in making realistic occupational choices. Counselors assisted the students in appraising their current interests, aptitudes, abilities and personalities in relation to their occupational preference.

It was recommended to each student upon program entry that during their first six weeks in the program, they explore at least three program-of-study areas before deciding an area to concentrate on. After exposure to the different exploratory experiences, the student made a tentative occupational area selection and was assigned to work directly under an on-campus sheltered work station supervisor. If at a later date the students desired to change occupational areas he was permitted to do so.

Occupational information and group guidance were an integrated part in the daily activities of the participants. Guidance and counseling activities were mainly in the form of individual or small group sessions conducted by the teacher-coordinator and/or immediate work station supervisors throughout the project. Most of these sessions were directly related to assisting students in their self-appraisal in relation to an occupational objective for the future.

Combined with the vocational instruction was a well-developed compensatory instruction program in basic communication skills, reading, and mathematics skills. As much of this instruction as possible was focused on the information deemed necessary to perform satisfactorily in the chosen occupational areas. Under the direction of the project director, the teacher-coordinators developed 38 teaching units for low achieving students. It is felt that this material utilizing individualized instruction coupled with vocational orientation, information, and work experience activities greatly contributed to the overall success of the project.

It is noted that the project director and teacher-coordinators, along with the counselors when their duties permitted, met at least monthly to evaluate students, discuss problems, analyze situations, and propose solutions in carrying out the program and assisting in meeting the needs of the students.

D. Results and Accomplishments

The participants in the Sylacauga Exemplary Project exhibited a decreasing number of student absences for each year of operation over the previous year. Of 62 students who participated in the program more than one year, 34 of these students had fewer absences their last year than they did their first year. Of the total 89 students who participated in the Sylacauga Exemplary Project during its three years of operation, only 13 students left the program as legal age dropouts. These 13 (14.6%) students accounted for 632 (27.8%) days absent out of 2276 days absent for participants that were reported for the three years of operation.

Over 50% of these students held part-time jobs during the school term with 34 of these students reportedly earning $40,788.57 during the three years of program operation. Many of these part-time jobs were also in the five program-of-study areas of the participants. Thirty-one of these 34 were still in the program at the end of 1972-73 school year.

The earnings from these part-time jobs apparently contributed greatly to an improvement of the student's self-concept image and how he viewed his school and community. The school administrators and project staff noted an improvement in many of these students' personal grooming habits and an increased amount of participation by these students in school events, sports, clubs, and other extra curricula activities.

Based on the California Basic Skills Test and the Gates-MacGinitie Reading Test, the academic achievement of the students exposed to the sheltered work-experience vocational curriculum exhibited a higher rate of learning achievement per year than the students had exhibited prior to program entry. Fifty-seven students had a mean gain of better than one grade level for the year tested on the total of the California Basic Skills Test. Forty-two students tested over a one to three year academic period exhibited a better than 60% rate of gain per year in reading ability as measured by the Gates-MacGinitie Reading Test compared to their average rate of gain in reading prior to program entry.

Five program-of-study areas were developed for students in the Sylacauga Exemplary Project. Under the able guidance of the project director, teacher-coordinators developed 38 teaching units for low achieving students emphasizing as much as possible individualized learning experiences for students directly related to the skills, duties and responsibilities these students were involved in on the job.

Many field trips were arranged for participants to provide additional exposure to various occupations and work settings. This permitted students to observe the reason for learning by association with work.

As a result of the project, the total school system is more cognizant of what can be achieved by focusing an educational system on a common goal. The administrators and the Sylacauga School Board has deemed the Sylacauga Exemplary Project so successful in helping meet the needs of low achieving students that it has been continued in almost its entirety for a fourth year of operation at the expense of the local school system.

E. Evaluation

A minimum of one "on-site" visit per quarter was made throughout the three years the project operated. These visits were of one to two days in length and enabled the evaluation team to: (1) observe project activities in the classrooms and schools; (2) receive oral and written reports and testimony from the project staff; (3) interview project staff, administrators, faculty, station-supervisors, and students; and (4) review materials produced by the project staff.

In general, the evaluation team concluded that:

1. The project demonstrated reasonable success in carrying out and achieving Objective 1 and Objective 2.
2. Some weaknesses cited in the first and second year annual evaluation reports were not acted on.
3. The compensatory and remedial components of the program were outstanding in contributing to the overall success of the program.
4. Teacher-coordinators had difficulty in finding part-time off-campus work for all students in the program because of many behavioral characteristics of these "special" students.
5. The program has proven to be so successful in meeting the needs of low achieving students that it has been continued for the fourth year almost in its entirety at the expense of the local school system.

Overall, the evaluation team was convinced that a work experience curriculum as envisioned and implemented in the Sylacauga Exemplary Project was an effective force in assisting students in making realistic occupational preferences. It is also felt that these successful project components implemented at Sylacauga will continue to be an effective force in improving the educational opportunities and successes for low achieving educationally and/or socio-economically disadvantaged youth.

F. Conclusions and Recommendations

The Sylacauga Exemplary Project demonstrated much success in providing instruction and dealing with problems of low achieving students. The project staff and the evaluators feel that the most successful component would be transferable to other school systems in the state and nation, if a receptive attitude existed. Decision-makers in Special Education should seriously consider orienting many of their programs toward the approach used in this project.

While this program demonstrated that basic compensatory math and communication skills centering around the students' part-time job or sheltered work experience station did motivate students to learn, further curriculum development should be undertaken in this area.

Projects of this type require more of the abilities and time of professional counselors because of a concentration of students with "special" problems. Also, the test batteries, interest inventories, personality tests, and aptitude tests act as real interest-getters and motivators for self-appraisal, and as a point of departure for counselors to enter into discussion of the world of work and occupational preferences with students. The test batteries along with group counseling sessions appear to stimulate and motivate students to realistically appraise themselves in relation to the world of work.

Adequate lead time is essential for planning and instructional material development before implementation of the program. Reading materials should be developed for each student's particular reading level and should be meaningfully related to their particular area of interest.

Where possible, part-time jobs should be made available to all participants as these are considered in many cases to be status symbols and, in addition, provide money for students to attend school functions and buy items necessary for personal grooming.

Sheltered work stations for participants should be located where possible away from the students "home" school. Older students whose work station were located in elementary schools were looked up to by younger students.

Regardless of their educational level, reading and basic education courses should be taught in the same school, grade wise, or in a higher grade location. To do less invites alienation of the participates who tend to feel this to be degrading.

Utilization of outside consultants can be a big asset in providing indepth in-service training to staff and non-professional work station supervisors. Non-professional work station supervisors cannot be expected initially to have any expertise in supervising students and teaching basic skills, but with adequate in-service training can become valuable members of the instructional team.

Based on the significant findings of the third party evaluators and conclusions drawn by the project staff and school administrators, it was concluded that the project demonstrated much success in:

(1) providing student counseling services necessary to assist students in appraising their current interest, aptitudes, skills and personalities in relation to occupational preference, (Objective 1) and

(2) providing a sheltered work experience vocational curriculum for youth and following through with vocational counseling services necessary to assist students in selecting and developing entry level skills for occupations commensurate with their abilities, interest, and aptitudes. (Objective 2).

A SHELTERED WORK EXPERIENCE CENTERED VOCATIONAL CURRICULUM FOR LOW ACHIEVING STUDENTS

I. THE CONTEXT

The Locale

Sylacauga, located slightly to the east of the geographical center of Alabama, in Talladega County, is situated in the fertile Coosa Valley area of the State. It is 51 miles southeast of Birmingham, and 63 miles north of Montgomery, the capitol city. Known as "The Marble City", Sylacauga is located on the only known commerical deposit of cream white marble in the entire world.[1]

Sylacauga had a population of 12,255 according to the 1970 census. This was a -4.9 percent decrease from the population of 12,857 reported in 1960. There are 9.25 square miles within the city limits. The racial structure changed only slightly between the 1960 and 1970 census. Since 1960, there has been a 5 percent increase in the white population and a 5 percent decrease in the non-white percentage of the total population. In the 1970 census, 77 percent of Sylacauga's population was non-white.[2]

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[1] ______________ Alabama Encyclopedia. Edited by Jessie M. Richardson, Vol. 1 Book of Facts, the American Southern Publishing Co., Northport, Alabama, 1965.

[2] U.S. Dept. of Commerce, Bureau of the Census, General Social and Economic Characteristics, Alabama, 1970.

The major industrial concerns in Sylacauga manufacture textiles, metals and products connected with the marble business. Sylacauga and the surrounding counties are noted as a rich agricultural region. Grains, cotton, livestock and poultry are raised in the area. Tree farming has also become an important program in Talladega County.

The total number of people 16 years and older, employed in Sylacauga in 1970 was 4,545 with 1,837 of these being female. The breakdown of occupations in Sylacauga was as follows:

Professional, technical and kindred	485
Managers and administrators, except farm	496
Sales workers	266
Clerical and kindred	581
Craftsmen, foreman & kindred	623
Operatives, except transport	916
Transport equipment operatives	168
Laborers, except farm	244
Farmers and farm managers	10
Farm laborers and foremen	4
Service workers, except private household	579
Private household workers	173

In Talladega County, the unemployment rate as of March, 1971 was 4.8 per 100 civilian work force participants. This rate represented a total of 1,210 unemployed persons. This unemployment rate in Talladega County was somewhat below the average of 5.0 for Alabama as a whole.

Two hundred fifty-eight of the 3,229 families in Sylacauga were receiving public welfare payments. The mean income of public assistance families for 1970 was $777. The mean income of all families in Sylacauga according to the 1970 census was $7,311 with a per capita income of persons being $2,460. According to 1970 census report, 20% of Sylacauga's families had incomes below the poverty level. The mean family income for this 20% was $2,024.

The School System

The Sylacauga Sheltered Work Experience Program served 2 schools in the Sylacauga City School System, East Highland Junior High School, and Sylacauga High School. These were the only secondary schools operated by the Sylacauga Board of Education. Sylacauga High School encompassed grades 9-12 while East Highland Junior High School served grades 7-8. In addition to these schools, the Sylacauga Board of Education operated 4 elementary schools. Within Talladega County, the county school system operated 7 secondary and 11 elementary schools. In addition, a secondary area vocational school is located in Talladega County to serve the deaf and blind.

During the 1971-72 school year, there were 2,052 white and 940 non-white students enrolled in grades 1-12 in the Sylacauga City School System. Sylacauga reported 31 dropouts for the school year 1971-72. The median school years completed for all males 25 years old and over in Sylacauga was 11.4. Forty-six and five tenths percent of the males 25 years old and over were high school graduates according to the 1970 census.

For females in Sylacauga, the median school years completed for those 25 years old and over was 10.9. The number of females in Sylacauga 25 years old and over who graduated from high school was 41.8 percent according to 1970 census.

In 1970, there were 883 high school graduates in all of Talladega County with 400 of these entering college as freshmen. The estimated number of disadvantaged children aged 6-17 throughout the county in 1972 was 4,799.

Needs Assessment

It is a responsibility of society, usually acting through the public schools, to provide all youth with an educational environment and learning experiences which will assist them in the maximum development of their potential as positively functioning members of the society of which they are a part. One of the most vexing problems in public high schools is providing for the educational needs of low achieving and/or socially and economically disadvantaged youths.

Because of enactment and inforcement of compulsory school attendance laws, youth may no longer quit school merely because they are not interested or not successful in academic pursuits. With the many technological advances in the world of work and the changing nature of society, school-age youths are now expected to be in school and the schools are expected to provide for them.

As late as 1969, 254 students between 13 and 16 years of age in the Sylacauga City Schools were identified as being educationally disadvantaged, socio-economically disadvantaged or both. In the absence of school programs which have holding power for them, these students are prone to leave school.

There seemed to be an apparent need in the Sylacauga City Schools for a program designed to retain these students in the instructional program at least until they have acquired salable employment skills. Such a program should also provide an educational environment conducive to student's acquisition of essential personal, academic and social skills.

Vocational education, in the opinion of the Sylacauga City Board of Education, was the appropriate vehicle through which to meet the needs of these disadvantaged students. The program basis was that these students could benefit from basic or compensatory education combined with the acquisition of vocational skills appropriate to their abilities and interests.

Historical Background

The Sylacauga Project entitled, "A Sheltered Work Experience Centered Vocational Curriculum for Low Achieving Students", was funded through the U.S. Office of Education under the provisions of Part D of the Vocational Education Amendments of 1968. The program began March 1, 1970, and ended February 28, 1973 covering a time span of 36 months. The proposal had not been previously submitted to any other agency or organization, including the U.S. Office of Education.

The primary objective of the program was to retain dropout-prone students in the instructional program until they develop salable employment skills and acquire basic skills and understandings essential to civic and social responsibility. In order to accomplish this objective, the courses of study were based on functional learning experiences with immediate potential for application to daily living needs of students. Actual work experience activity was conducted on or near the school sites.

The Sylacauga City Curriculum Council, representing all phases of the educational program, strongly recommended such a program. The program also had the full endorsement of the Sylacauga Vocational Education Advisory Committee who served in an advisory capacity for the project. The program was administered under the Sylacauga City Board of Education with the Superintendent of Education acting as the Chief Executive Officer. The project director was directly responsible to the superintendent. Consultants from Alabama State Department of Education, Auburn University, the State Employment Service and Vocational Rehabilitation were recruited to assist with the project.

There were no major problems in acceptance of this program by the community or parents. All of the students, when surveyed, expressed positive attitudes toward the program. Many of the students have been able to obtain part-time employment as a direct result of the program. Community resource people have made an outstanding contribution to the occupational information phase of the program.

II. THE PROBLEM AND ITS SIGNIFICANCE

It is a responsibility of society, usually acting through the public schools to provide all youth with an educational environment and learning experiences which will assist them in the maximum development of their potential as positively functioning members of the society of which they are a part.

The project was an effort toward the solution of a problem which is becoming one of the most vexing in the public high schools--providing for the educational needs of low achieving and/or socially and economically disadvantaged youth. The problem was not new nor was it peculiar to the public high schools.

As recently as thirty or forty years ago, the world of work was an acceptable alternative to high school attendance in moving from adolescence to adult status (1961; 12). A youth could leave school as soon as his parents and the law would allow and enter a labor market where a sound body and willingness to work were acceptable currency.

Because of enactment and enforcement of compulsory school attendance laws, youth may no longer quit school merely because they are not interested or not successful in academic pursuits.

Kolstoe and Frey (1965; 17) noted that "unions, fair trade employment practices, and state and federal laws make it difficult for a sixteen year-old to obtain employment". Technological advances, labor-saving devices and a decrease in the farm labor force have eliminated many jobs which were previously available to unskilled youth and those with less than a high school education (1961; 12). With these changes in the nature of society and the work force, school-age youth are now expected to be in school and the schools are expected to provide for them (1962; 4).

In 1968-69, during the formulation of "A Five Year Plan for Vocational Education in the Sylacauga City School", 254 students between thirteen and sixteen years of age were identified as being educationally disadvantaged, socio-economically disadvantaged, or both. In the absence of school programs which have holding power for them, these students are prone to leave school as soon as compulsory attendance laws permit, often prior to or during the first year of high school.

There was an apparent need in the Sylacauga City Schools for a program designed to retain these students in the instructional program at least until they had acquired salable employment skills. Such a program should also provide an educational environment conducive to students' acquisition of essential personal, academic, and social skills. The most relevant education for these youth is that which they perceive as helping them become responsible, self-supporting adults.

Appropriately designed programs for educationally and socio-economically disadvantaged students apparently can have a positive effect upon school attendance and retention (1966; 15), and can make the transition from school to employment more satisfying (1967; 8).

Those programs must be designed with recognition that disadvantaged youth have, in addition to the normal problems of moving from adolescence to adulthood, problems which are probably factors of their variation from "normal" students with respect to measured intelligence, and family, cultural, and environmental backgrounds. Although the term disadvantaged makes reference to a group of populations which differ from each other in a number of ways, they have certain characteristics in common. Among these are low social status, low economic status, a lack of participation in community affairs, infrequent or no employment, and low educational achievement. Students from homes in this category come to the school with a definite disadvantage since their culture has failed to provide them with the experiences that are common to the kinds of students that the schools are accustomed to teaching.

Gallington (1965; 9) noted that potential dropouts, when compared to potential graduates, are absent about twice as many days per academic year, have lower grade point averages, and participate in fewer extracurricular activities.

This program consisted of application and demonstration in Sylacauga City Schools of practices which had been found effective elsewhere in overcoming the educational problems presented by socio-economically disadvantaged and other dropout-prone students.

A primary goal of this program was to identify such students and enroll them in appropriate educational activities before their tendency to drop out becomes irreversible. Disadvantaged students, because of their lack of success in traditional academically-oriented programs, lack faith in the schools as a means of solving their problems. Providing these special students with the means to raise their socio-economic standing will do much to eliminate this alienation toward education. These students have often experienced failure in school and are likely to continue to fail unless a situation is arranged in which meaningful activities are provided which appear to the students to offer a strong chance of success. It was the position of the Sylacauga City Board of Education that vocational education would be an appropriate vehicle for this type educational program.

Program activities were based upon the premise that these students could benefit most from learning experiences in which basic or compensatory education is combined with and related to acquisition of vocational skills appropriate to their abilities and interests. Individualized courses of study and practical, functional learning experiences with immediate potential for application to daily living needs were stressed. These pupils, many of whom are over-age for their grade placement, were not presently being helped by the regular vocational program since many of them had not reached the senior high school level where most of the vocational programs are located. It was thought that a work experience centered program could be instrumental in making those students economically productive citizens and at the same time provide them with the basic skills and understanding needed for civic and social responsibility. The Sylacauga City Curriculum Council, representing all phases of the educational program, had strongly recommended such a program and assigned to it the highest priority. In addition, this program had the full endorsement of the Sylacauga Vocational Education Advisory Committee.

Matthews and Roam stated that in their Curriculum Demonstration Program for Potential Dropouts, classroom experiences were drawn from daily living needs of the students:

> It was the purpose to cultivate favorable attitudes toward school and all forms of living. Teachers kept in mind that this group of students needed changes in their basic attitudes. The classroom activities were planned and carried out in such a way as to develop social skills and competencies. (1966; 18).

Comprehensive programs for those youth often included some form of cooperative work experience, preceded by sheltered, in-school activities to prepare the students for participation in a competitive work situation. Acquisition of desirable attitudes and general knowledge about the world of work was often viewed as being at least as important as acquisition of specific job competencies.

Studies by Matthews and Roam (1966; 18) and Galazan and Lenard (1964; 7) lend support to Karnes' (1966; 15) assertion that experimental treatment programs for dropout and delinquency-prone students do not significantly improve vertical attainment in academic achievement and that emphasis might properly be shifted from vertical attainment in tool subjects to helping students learn to apply their knowledge and ability to vocationally-oriented situations.

The research literature pertaining to school programs for low-achieving students was replete with references to the need for individualized courses of study and the need for practical, functional learning experiences with immediate potential for application to the daily living needs of students. There seems to be agreement on inclusion of some sort of work experience program as an integral part of the course of study.

Karnes (1966; 15) stated that "The progressive work experience program should be the focal point of the curriculum with academic work stressing those learnings which promote the acquisition of knowledge and skills needed to insure vocational success".

Matthews and Roam reported that because community work experience for students under sixteen years of age were limited by labor laws, and because other students were not ready for employment in the community, a sheltered work station was set up to prepare them for employment.

Sheltered work experience not only taught students desirable attitudes and general knowledge but, in some cases, provided them with salable skills.

Vocational counseling services were provided continuously. It was thought that continuing presentation of concrete occupational information would be vital to the success of this project.

In addition to those students who entered full-time employment after completing their training, it was anticipated that several students would enroll in other vocational programs offered by the school system. The teachers and coordinators of these programs assisted in project planning and were directly involved in recruiting and placing students in this program.

III. OBJECTIVES

The central purpose of this program was to demonstrate practices found effective for working with socio-economically disadvantaged and other dropout-prone students. More specifically the program objectives were:

1. To provide student counseling services necessary to assist students in appraising their current interests, aptitudes, skills, and personalities in relation to occupational preferences.

2. To provide a sheltered work experience vocational curriculum for youth and to follow through with the vocational counseling services necessary to assist students in selecting and developing entry level skills for occupations commensurate with their abilities, interests, and aptitudes.

IV. PROGRAM DESCRIPTION

Scope of Program

The Sylacauga Exemplary Project has been in operation for the past three years. During 1970-71, 56 students were enrolled in the program, and in 1971-72, 69 students participated. During the last year of the project, 46 students benefited from the program. Over the three year period, 89 different students were enrolled. A total of 20 students who were in the program at its inception stayed for all three years; 42 students spent two years in the program and 29 were enrolled for one year only during the three years.

The students were enrolled from grades 7-12 and ranged in age from 13 to 16 upon program entry. Each student was educationally and/or socio-economically disadvantaged and was identified as a dropout-prone student prior to enrollment in the program. On the WAIS and/or WISC test all students scored between 49 and 83 I.Q. range with the exception of one student who scored 90.

Objectives

The central purpose of this program was to demonstrate practices found effective for working with socio-economically disadvantaged and other dropout-prone students. More specifically the program objectives were:

1. To provide student counseling services necessary to assist students in appraising their current interests, aptitudes, skills, and personalities in relation to occupational preferences.
2. To provide a sheltered work experience vocational curriculum for youth and to follow through with the vocational counseling services necessary to assist students in selecting and developing entry level skills for occupations commensurate with their abilities, interests, and aptitudes.

Personnel

The project, "A Sheltered Work Experience Centered Vocational Curriculum for Low Achieving Students", at Sylacauga added a total of four teacher-coordinators to the Sylacauga City School System's regular teaching staff. Two of the teacher-coordinators were based at Sylacauga High School and the other two were located at East Highland Junior High School.

The project had three different directors during its duration. The first two project directors left the school system after receiving promotions to higher positions. The present project director spent eighteen months in the position. She is to be commended for her outstanding leadership and commitment to the program. She added much continuity to the project and was primarily responsible for the development of the curriculum materials directly related to the program.

Other personnel, including work station supervisors, consultants, and a part-time secretary, also spent time working with the project.

The Project-Director was paid solely from local funds and was a member of the administrative staff of the school system. Twenty percent of the project director's time was spent administering the exemplary project. The duties of the project director included coordination of program activities, development of in-service programs, administrative duties, supervision of curriculum material development, liason officer to the Advisory Committee, resource material location, and general supervision of the project.

The project director had been a school teacher and an administrator in the school system for many years, as well as having been an elected school board member. Her contacts in the community proved to be a most valuable asset to the project. The project director's compassion and understanding of the "special" students in the project greatly attributed to the success demonstrated by the program.

The Teacher-Coordinators (4) had the responsibility of providing the total instructional program for the participating students. These project personnel provided all compensatory instruction in all subject areas related to the project with one exception. A reading specialist was provided to assist some students at the beginning of the program.

These teacher-coordinators were also responsible for locating sheltered work stations (at school) and part-time employment for students after school hours. Their duties entailed the supervision of these "special" students along with the supervision provided by the work station supervisors. The teacher-coordinators were also responsible for working with the sheltered work station supervisors at school, to develop individualized learning experiences for students directly related to the skills, duties and responsibilities these students were involved in on the job.

The qualifications of the teacher-coordinators were varied.

Teacher A had a B.S. in Home Economics with a minor in science. During her fourteen years of various teaching experience, of which many were in vocational education, she had obtained a Masters Degree in Nutrition, Foods, and Institutional Management.

Teacher B had a B.S. in Elementary Education. During her twelve years of teaching experience, she had also become certified to teach in junior high school.

Teacher C had a provisional certificate and was a pastor of a local church. He had an AB degree in education and psychology and a minor in history. He also had a TLB degree in Religion with a minor in Social Studies. He had done considerable youth work in connection with his church activities, which was a valuable asset with these "special" youth.

Teacher D had a B.S. degree in Physical Education and a minor in science. During her seven years of varied teaching experiences, she had also become certified in English and health. She attended the in-service program for local bus drivers and had become qualified to drive a school bus for this system. This was very valuable for the program since she was able to drive students to their scheduled work stations throughout the school system.

Two teacher-coordinators were replaced during the three years of project operation. All teacher-coordinators possessed a very genuine concern and understanding for these "special" youth which was the primary factor contributing to the success of the project.

The Sheltered Work Station Supervisors (10) were utilized in connection with the program. They consisted of the following local school personnel: 4 head dieticians; 4 head custodians; 1 supervisor of a day care center; 1 supervisor of a recreation center.

These work station supervisors were provided some in-service work to assist them in dealing with these "special" students before the program began operation. They, along with the teacher-coordinators, were responsible for the skills training of these students. They were also responsible for the supervision of these students in their work setting. Upon periodically evaluating the students on the checklist (Appendix K), they met with the teacher-coordinators to provide input into the instructional program.

These sheltered work station supervisors were provided no additional compensation for assisting these students. However, most were extremely pleased to have the opportunity to help these students with "special" problems.

The Consultants utilized in the project were from (1) the Alabama State Department of Education, (2) the Department of Vocational and Adult Education, Auburn University, (3) the State Employment Service, (4) the Vocational Rehabilitation Department, (5) the Division of Trade and Industrial Education, Tuscaloosa, Alabama, and (6) the Occupational Research and Development Unit at Auburn University, Auburn, Alabama.

The Third Party Evaluators consisted of the staff members from the Occupational Research and Development Unit, Department of Vocational and Adult Education, Auburn University, Auburn, Alabama.

Organizational Details

The project, "A Sheltered Work Experience Centered Vocational Curriculum for Low Achieving Students", at Sylacauga was funded for three years. This present report is a final evaluation of those three years from July 1, 1970 through June 30, 1973.

The project adhered to the proposal guidelines in most all cases extremely well. Originally, three schools were to be utilized in the project. However, two schools, East Highland Junior High School and Sylacauga High School were selected to participate based on the following criteria: (a) number of educational and socio-economically disadvantaged and other dropout-prone students; (b) availability of facilities; and (c) attitude of administrators and faculty toward this type of program.

Physical Arrangements

The school system purchased two portable classroom units to accommodate the two programs at East Highland Junior High School. Two classrooms were provided at Sylacauga High School during the first two years.

One divided classroom was provided for two programs at Sylacauga High School during the last year of operation. This crowded condition caused some problems; however, the administration made every effort to provide adequate space. The whole school system was extremely crowded and it was apparent that this situation could not be helped. (At present a new high school facility is under construction).

It is noted that during the third year of operation one program was at East Highland Junior High School and three programs existed at Sylacauga High School.

No major physical changes were made in any of the schools in the system to accommodate any component of the project.

Review and Planning

At the beginning of the project a two day orientation and planning session was held with teacher-coordinators under the direction of the project director. Only the project staff, project director, work station supervisors, and the vocational counselor were involved. Periodic planning sessions were held after school hours throughout the duration of the project.

One day each month was also devoted to periodic review and planning by the project director, the vocational counselor, and project staff.

Once each quarter the project staff, the project director, and the superintendent met with the third party evaluators for project planning and evaluation review.

As a result of these reviewing and planning sessions the following changes were made:

1. More curriculum and instructional materials were focused around a vocational education theme.

   Example: Many more math problems were focused around the students' sheltered work station.

2. More attention was given to providing additional hands-on experiences.
3. Instructional materials were developed utilizing behavioral objectives for the first time.
4. More career education materials were sought and obtained for these special students on a reading level they could comprehend.
5. Key plans and procedures were developed for reorienting the sheltered work station supervisors to deal with the many special problems associated with these socio-economically disadvantaged youth.
6. More sheltered work stations were identified for use in the school system.
7. More attention was given by the vocational counselor to assist the students in appraising their interest, aptitude, and personalities in relation to the world of work.

As a part of the planning and review the evaluation instrument, "Evaluation Instrument for Exemplary Programs in Vocational Education" (page 51) was developed by the Occupational Research and Development

Unit at Auburn University. This instrument was used in two previous annual progress reports for 1970-71 and 1971-72 to note significant findings relative to the total program.

In-Service Training

At the beginning of the project a two day orientation workshop was conducted under the supervision of the project director. All project staff and the vocational counselor participated.

Upon completion of the orientation workshop, a follow-up in-service program was conducted for the purpose of organizing and developing curriculum materials. Much emphasis at this time was devoted to attempting to relate much of the curriculum materials to the particular sheltered work stations. Part of the time in this workshop was also devoted to the professional training of project personnel.

Periodic in-service sessions were held throughout the three years of operation. Most of the attention in these sessions was devoted to curriculum and instructional material development.

During August of 1972, a three day workshop was held to assist teacher-coordinators in becoming more vocationally oriented. This workshop was centered around behavioral objectives for vocational education, attitude development, self-concept development, and task analysis. The local home economic instructor, Mrs. Virginia Taylor, who had a great deal of competency in the area of behavioral objectives contributed greatly to the success of this workshop. Mrs. Taylor periodically provided assistance to the teacher-coordinators in the development of many of their instructional materials.

Mr. James R. Thomas, Curriculum Specialist for Trade and Industrial Education in the State Department of Education, assisted greatly in the task analysis phase of the workshop. He also conducted two follow-up one day workshops to show the teacher-coordinators how to utilize the task analysis of a job in the development of instructional materials.

Dr. Edwin Kurth, Professor in the Department of Vocational Education at Auburn University provided an excellent orientation for the self-concept and attitude development phase of the in-service program. Many of his ideas were incorporated into the total program.

The workshop was organized and directed by Dr. James Bob Drake, Director of the Occupational Research and Development Unit at Auburn University.

One of the teacher-coordinators attended, on her own time, a bus driver training class conducted by the school system to qualify as a school bus driver. She completed the requirements, and has since driven the bus which provides transportation for students to and from their sheltered work stations. This allowed for many additional sheltered work stations to be utilized in the project which proved to be a valuable asset.

In August of 1972, the project staff also participated in a one day career education workshop conducted by a consultant from the Cobb County, Georgia School System and a consultant from the Phenix City, Alabama School System.

Activities and Services

The central purpose of the project, "A Sheltered Work Experience Centered Vocational Curriculum for Low Achieving Students", was to demonstrate practices found effective for working with socio-economically disadvantaged and other dropout-prone youth. Program activities and services were based upon the premise that students could benefit most from learning experiences in which basic or compensatory education is combined with and related to acquisition of vocational skills appropriate to their abilities, interest, and personalities.

The specific objectives for the Sylacauga Exemplary Project were given earlier in this report (See page 13). They should be kept in mind while reading the descriptions of activities, methods, and services which follow.

Upon funding of the project, the first major activity was staff recruitment and training. (See page 15). An excellent training program was conducted to properly orient the teacher-coordinators for dealing with these special youth.

The next major activity was the identification of dropout-prone youth to participate in the program. Students from ages 13 through 16, who recorded the highest score on Gallington's Objective Instrument (Appendix Q), were asked if they wished to participate in the program. If they expressed an interest the teacher-coordinators visited the parents and explained the program to them. Upon parental approval the students were then enrolled in the project. The teacher-coordinators also visited the home of students to talk with parents to assist in retaining the students in the project.

Teacher-coordinators were provided approximately one month planning time before students enrolled in the program for curriculum and instructional material development.

During the first 24 weeks of program operation, the students did exploratory work in five major occupational areas to give them an opportunity to develop an interest or see if they had the aptitude to perform somewhat successfully. The five exploratory areas were: (1) Grounds

Keeping and Landscaping; (2) Janitorial and Custodial Services; (3) Domestic Services; (4) Food Service Activities; and (5) Maintenance Service for Buildings and Equipment. The exploratory experience related to these occupational areas consisted of two major components. Component one consisted of the academic or classroom instruction related to the occupational areas, while component two consisted of actual job exposure in an on-campus sheltered work station. The students in the sheltered work station were under the direct supervision of the work station supervisor and the teacher-coordinators.

Once students had been exposed to the different exploratory experiences, they made a tentative occupational area selection and were assigned to work directly under an on-campus work station supervisor. However, if at a later date they desired to change occupational areas they were permitted to do so.

On-campus sheltered work-experience station supervisors were provided by the school system to direct the supervised work experiences of these special youth. The sheltered work station supervisors by major occupational areas were as follows: (1) the Director of Lunchroom Programs for the Food Services activities; (2) the Head Custodian for the Janitorial and Custodial Services and Maintenance Services for Buildings and Equipment; (3) the Director of the Day Care Center for Domestic Services and (3) the Head Grounds Keeper for the area of Grounds Keeping and Landscaping.

Combined with the vocational instruction was a well-developed compensatory instruction program in basic communication skills and mathematics skills. As much of this instruction as possible was focused on the information deemed necessary to perform satisfactorily in the chosen occupational areas. Other academic instruction of a basic nature was offered in other academic areas as science, history, etc.

Many students also participated in a remedial reading program under the direction of the reading specialist of the school system.

Numerous vocational guidance and counseling services were provided students. These services included: (1) individual counseling; (2) group counseling; (3) an occupational information program; (4) part-time job placement services; (5) test batteries (GATB aptitude test, Kuder interest test, and 16 PF Short Form personality test); (6) group discussion of test battery results centering around the world of work, and (7) behavioral counseling.

An attempt was made to individualize courses of study to include practical functional, learning experiences with immediate potential for application to daily living needs.

Excellent progress was made in the creation, adaption and/or modification of vocational curriculum materials and general education curriculum materials for use with educationally and/or socio-economically disadvantaged youth.

Increased extra-curricula participation of these special youth was encouraged through the forming of a project newspaper and a vocational youth club for project participants.

Another major activity that seemed to add success to the project was the visits of the teacher-coordinators to the sheltered work stations and to the part-time jobs (jobs in the community) held by the students. The part-time jobs assisted greatly in the self-concept development of these special students in that the money they earned was chiefly spent on clothes that appeared to increase their self-image.

The on-campus sheltered work stations turned out to be prestigious positions for these students and proved to be strong motivational factors for behavior control.

These project classes also undertook several community civic projects which provided them an excellent opportunity to become involved in meaningful community activities.

The teacher-coordinators constantly sought part-time jobs for these students in the community. Much effort throughout the three years was expended in this endeavor.

The key service provided these special students was the realization that someone really had an interest in them and cared what happened to them. Each teacher-coordinator had this genuine concern which really was the key to the total success of the project.

A Typical Day

Each student's program-of-study was tentatively organized around his work in his on-campus sheltered work-experience station. Each teacher-coordinator provided a core program of academic learning experiences each day along with the related vocational instruction. It is felt that the basic education based on concrete problems faced each day by the students made a vital contribution to the success of the total program.

During each school day, all students worked under the direction of an immediate sheltered work-experience station supervisor for two and one-half hours. Work experiences were provided in the following five areas:

1. Grounds Keeping and Landscaping
2. Janitorial and Custodial Services
3. Domestic Services
4. Food Service Activities
5. Maintenance Services for Building and Equipment

Students in the exemplary project were kept real active and were constantly involved in activities. The following indicates a typical daily schedule:

Work Experience	2½ hours
Basic Academic Program	1 hour
Reading Instruction	1 hour
Health and Physical Education	1 hour
Occupational Information	1 hour
Lunch, Assemblies, Group Guidance, Recess	3/4 hour

The students at East Highland under the direction of the school system reading specialist also participated in a Developmental Reading Program.

Instructional Equipment and Materials

Vocational curriculum materials and general education curriculum materials were adapted and/or modified for use in the project. A complete bibliography of materials used is included in Appendix M.

A total of 38 teaching units, covering three major areas were developed by the four teacher-coordinators. A list of the teaching units developed for low achieving students is included in Appendix M. The five major areas covered and the number of teaching units included in each are: (1) Self-concept and Attitude Development (11 teaching units); (2) Communication Skills (11 teaching units); and (3) Work Areas (20 teaching units in four work areas). A series of supervision check lists were also developed by the teacher-coordinators. (See Appendix K).

The instructional materials used in the project included materials for a low reading age and were well illustrated with pictures and drawings.

Parent-Community Involvement

The Parents

The parents were not directly involved in the implementation of the project. However, several meetings were held with parents to explain the exemplary project and its components. The teacher-coordinators visited the homes of students to discuss the program and student progress. One day each year was set aside for parents to visit and see work that the students were doing. Parents were also used as resource persons for providing occupational information and career information.

The Community

Three special meetings were called involving parents, community leaders, and members of the local Vocational Advisory Council to discuss the program and point out its major strengths and weaknesses.

Numerous persons from the business and industry community were utilized as resource persons.

The community provided part-time jobs for many of these students fully understanding that they were "special" students, many of which had problems.

The community also acted readily to provide sources for field trips.

Budget

The Sylacauga Exemplary Project operated on a total budget of $144,514.13 over the three year period. A federal grant of $133,114.13 was coupled with $11,400 in local funds. The federal funds were provided under the Provisions of Part D of the Vocational Education Amendments of 1968.

The first year of operation required $47,023.21 in federal funds, while the second year funding was for $44,796.97. The third year required $41,293.95 in federal funds. There were no indirect costs budgeted in the project. Appendix R provides a broad category breakdown of the project.

The total cost per pupil for the first year of operation was $909.34; for the second year $701.41; and for the third year $982.48. These figures were arrived at by dividing the total amount of funds budgeted for each year by the total number of students served each year.

The normal per pupil cost in the Sylacauga Public Schools was $516.22 for state and local funds the 1972-73 school year. Additional detailed budget information is available from the office of the Superintendent of Education, Sylacauga Public Schools, Sylacauga, Alabama 35150.

V. RESULTS AND ACCOMPLISHMENTS

The administration of the Sylacauga School District and the Sylacauga School Board recognized that it was the responsibility of society to provide all youth with an educational environment and learning experiences that would assist them in the maximum development of their potential and as positively functioning members of the society of which they are a part.

In 1968-69, 254 students of the Sylacauga City School District between the ages of 13 and 16 years of age, were identified as being educationally disadvantaged, socio-economically disadvantaged, or both. In absence of school programs which have holding power for them, these students are prone to leave school as soon as compulsory attendance laws permit.

The administration and the Sylacauga School Board, while recognizing that the problem was not new nor was it unique to the Sylacauga School District, decreed that it was necessary to provide for the educational needs of low-achieving and/or socially and economically disadvantaged youth. Such a program was designed by Sylacauga School District to retain these students in the instructional program at least until they had acquired salable skills. The program was designed to provide an educational environment conducive to the students' acquisition of essential personal, academic and social skills based on the premise that the most relevant education for these youth was that which they perceived as helping them become responsible, self-supporting adults.

Upon initiation of the project, the first major activity was staff recruitment and training. An excellent in-service training program utilizing many consultants from the State of Alabama was conducted to properly orient the teacher-coordinators and work station supervisors for dealing with youth with special needs.

The teacher-coordinators had approximately one month lead time prior to students entering the program. This time period was used for identification and selection of dropout-prone students as well as development and modification of curriculum materials utilizing behavioral objectives. These teacher-coordinators were also responsible for locating sheltered work stations (at school) and part-time employment for students after school hours. Their duties entailed the supervision of these "special" students along with the supervision provided by the work station supervisors. The teacher-coordinators were also responsible for working with the sheltered work station supervisors, at school, to develop individualized learning experiences for students directly related to the skills, duties and responsibilities these students were involved in on the job.

Five program-of-study areas were developed for students in the Sylacauga Exemplary Project. These five program-of-study areas and the number of students who participated in each over the three years of operation were:

Program-of-Study Area	Participants
1. Grounds Keeping and Landscaping	49
2. Janitorial and Custodial Services	64
3. Domestic Services	52
4. Food Service	46
5. Maintenance Service for Building & Equipment	1

While relatively a small community, over 50% of these students held part-time jobs during the school term with 34 of these students reportedly earning $40,788.57 during the three years of program operation. Many of these part-time jobs were also in the five program-of-study areas of the participants.

It is hypothesized that the ability of teacher-coordinators to help the student obtain part-time employment after school played an important part in the retention of these dropout-prone students in school. It is noted that of the 34 students reported as earning $40,788.57 during the three years of program operation, 31 were in the program at the end of the 1972-73 school year and the other 3 reportedly had been in the program during that year.

The earnings from these part-time jobs apparently contributed greatly to an improvement of the student's self-concept image and how he viewed his school and community. The school administrators noted an improvement in personal grooming habits and an increased amount of participation by these students in school events, sports, clubs, and other extra curricula activities.

School administrators were constantly amazed at the reduced absences of students who entered the program. Of 62 students who participated in the program more than one year, 34 of these students had fewer absences their last year than they did their first year. Of the total 89 students who participated in the Sylacauga Exemplary Project during its three years of operation, only 13 students left the program as legal-age dropouts. These 13 (14.6%) students accounted for 632 (27.8%) days absent out of 2276 days absent for participants that were reported for the three years of operation. The Sylacauga Exemplary Project showed a decreasing number of student absences for each year of operation over the previous year.

The Sylacauga Exemplary Project utilized a well developed compensatory instructional program in basic communications and mathematics skills as much as possible to focus instruction on the information deemed necessary to perform satisfactorily in the chosen occupational areas. The evaluators felt that the compensatory education component of the project contributed greatly to the development of basic skills and abilities needed for job entry and/or continuing education for vocational students with special needs in their vocational programs.

Based on the California Basic Skills Test, the academic achievement of the students exposed to the sheltered work-experience vocational curriculum did exhibit a higher rate of learning achievement per year than they had exhibited prior to program entry. Fifty-seven students had a mean gain of better than one grade level for the year tested on the total of the California Basic Skills Test. The evaluators felt that this positive rate-of-change in learning was a direct result of the more favorable curriculum that was developed for these low-achieving students and the close contact these students had with the teacher-coordinators and other teachers who cooperated closely with the participants in the project. The evaluators also felt that this component of the project did contribute greatly to the development of basic skills and abilities needed for job entry and/or continuing education for students with special needs in vocational education.

A remedial reading program was a viable part of the Sylacauga Exemplary Project with most participants enrolled in reading one hour each day. Of the total 89 participants, 42 were administered the Gates-MacGinitie Reading Test, both as a pre-test and as a post-test. All of the participants tested were in the program from one to three academic years between pre-test and post-test. Prior to program entry each participant had at time of pre-test an average yearly mean gain of 0.454 reading levels per year of school attendance. Those same 42 participants exhibited an average yearly gain of 0.766 reading levels per year of school attendance during their participation in the Sylacauga Exemplary Project.

Under the direction of the project director, the teacher-coordinators developed 38 teaching units for low achieving students. These were organized into a 138 page publication entitled "Selected Teaching Units Developed by the Teacher-Coordinators for a Sheltered Work Experience Centered Vocational Curriculum for Low Achieving Students". The units included materials with a low reading age level and were well illustrated with pictures and drawings. It is felt that this material utilizing individualized instruction coupled with vocational orientation, information, and work experience activities greatly contributed to the overall success of the project.

Many field trips were arranged for participants to provide additional exposure to various occupations and work setting. This permitted students to observe the reason for learning by association with work.

The project was well publicized locally and throughout the surrounding area. Over ten articles concerning the project and its components were published in the local newspaper over the three years of operation.

As a result of the project, the total school system is more cognizant of what can be achieved by focusing an educational system on a common goal. The administrators and the Sylacauga School Board has deemed the Sylacauga Exemplary Project so successful in helping meet the needs of low achieving students that it has been continued almost in its entirety for a fourth year of operation.

VI. THE EVALUATION

The purpose of this report is to present a third party evaluation of activities and progress in the exemplary project, "A Sheltered Work Experience Centered Vocational Curriculum for Low Achieving Students", located at Sylacauga, Alabama and conducted by the Sylacauga (Alabama) City Board of Education. The three year project, which this report covers, was initiated July 1, 1970 and conducted through June 30, 1973.

A three member evaluation committee or team prepared this final report. The team members included: Mr. Paul Davis, Research Associate in the Occupational Research and Development Unit (ORDU), Auburn University, Auburn, Alabama; Mrs. Alice Morgan, Research Associate (ORDU) Auburn University, Auburn, Alabama; and Dr. James Bob Drake, Assistant Professor and Director of ORDU, Auburn University, Auburn, Alabama. The director of the ORDU was involved in the evaluation throughout the duration of the project.

A minimum of one "on-site" visit of one to two days in length each quarter was made by the evaluation team. These "on-site" visits enabled the evaluators to:

(1) observe project activities in the classroom and schools

(2) receive oral and written reports and testimony from the project staff

(3) interview project staff, administrators, faculty, work-station supervisors, and students

The committee was extended all opportunities to address questions to both the staff and students and to offer suggestions. Many times after a visit, the evaluation team reviewed their findings with the total faculty who were involved in the program.

Through participation in two workshops during the three years, the committee had excellent opportunities to become acquainted with administration, project staff, faculty, and community. It is believed that this assisted greatly in the openness and candor in which the staff and faculty discussed the project.

All data for the evaluation were gathered and supplied by the project staff. The project staff compiled the Evaluation Data Matrix (Appendix A) and made it available to the evaluation team. The data were then coded, card punched, and varified from the Data Matrix. All data frequency counts and statistics were arrived at through the use of the canned computer program, Statistical Package for the Social Sciences-SPSS (1970, 21) utilizing the IBM 370-155 computer at the Auburn University Computer Center.

Activities for the Sylacauga Project have been documented in quarterly and interim reports over the past three years and the most significant findings, with action taken on those findings, are reviewed in the "Process Evaluation" section of this report.

The following evaluation section of this report attempts to provide evidence and draw conclusions as to whether this Sylacauga Exemplary Project fulfilled its objectives. Since most of the information relative to the project has been discussed in detail in other sections of this report, only a brief outline touching on critical points will be brought out in the evaluation of each project objective.

An evaluation discussion relative to "process" and "product" evaluation is reported for each objective outlined in an attempt to provide the rational for the conclusions and recommendations drawn.

Objectives

The central purpose of this program was to demonstrate practices found effective for working with socio-economically disadvantaged and other dropout-prone students. More specifically, the program objectives were:

1. To provide student counseling services necessary to assist students in appraising their current interest, aptitudes, skills, and personalities in relation to occupational preferences.
2. To provide a sheltered work experience vocational curriculum for youth and to follow through with the vocational counseling services necessary to assist students in selecting and developing entry level skills for occupations commensurate with their abilities, interest, and aptitudes.

This report presents evaluations of the program's success in achieving each of the two specific objectives.

Choosing Participants

The students in the Sylacauga Project were primarily selected for the project for the first year through the use of the Gallington's Objective Instrument (Appendix Q) for identifying potential dropouts. Those students with the highest score on the instrument were then contacted to see if they desired to enroll in the project. If a student expressed a desire to enroll, then the student's parents were contacted and the program was explained to them. Upon parent approval, the students were then enrolled in the project.

During the second and third year of project operation, the Gallington Objective Instrument was not used as much to identify potential enrollees. Administrator and teacher referral were the primary criteria used to identify potential students.

The students, once enrolled in the project, received all of their instruction in the project class, with the exception of some students who received some instruction in the special systemwide reading clinic.

Of the 89 different individual students who were enrolled in the project over the three years, 16 transfered out of the project while 29 students dropped out of school or moved to another school system. There is no evidence that the students who left the project were identifiably different than those students who remained in the program. Besides the students who left the program, there were several students who attended very poorly and missed a great deal of the program. During the first year 9 (16.1%) of 56 participants, during the second year, 11 (15.9%) of 69 participants, and during the third year, 6 (13.0%) of 46 students missed 25 or more days. However, these students were not excluded from the evaluation.

Attendance in the project was voluntary and the project operated during the regular school hours and most of these students came very regularly, especially considering their past attendance records before they enrolled in the project.

This project evaluation utilized the total population of students who were enrolled in the project.

Describing Participants

There were 56 students enrolled in the project the first year of operation, 69 the second year and 46 the third year. During the three years, there were 25.8% white and 74.2% black students enrolled in the project. The male and female breakdown reveals that 65.2% were male and 34.8% were female participants.

The grade level of participants ranged from the seventh grade to the eleventh. The age of program participants ranged from thirteen to sixteen years upon entry into the Sylacauga Exemplary Project.

The mean reading level on the California Basic Skills Test for 57 students who entered the program and were tested was at the 3.56 grade level. Forty-two of the students who were administered the Gates-MacGinitie Reading Test upon entering the program had a mean grade reading level of 3.83.

All students reported in the program were classified as mentally handicapped (scores 80 or below on I.Q. Test) or were mentally and physically handicapped.

Measuring Changes

This section of the report centers around "Process" and "Product" evaluation discussion.

The process evaluation evaluation concentrates on the findings relative to project implementation over the three year duration of the program.

The evaluation instrument (page 51), "Evaluation Instrument for Exemplary Programs in Vocational Education", was used in each quarterly visit to the project.* Its results and findings were reviewed with the project director and superintendent after each visit. On several occasions the results and findings were also reviewed with the teacher-coordinators. The instrument with its results was published in each of the two annual progress reports completed on the project.

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*"The Evaluation Instrument for Exemplary Programs in Vocational Education", was developed by the Occupational Research and Development Unit (ORDU) at Auburn University, Auburn, Alabama.

The product evaluation discussion in the product evaluation relates to the measures applied to find out whether the program objectives were achieved and how the measures matched the objectives.

A. Process Evaluation Comments

The process evaluation discussion presents four key components. They are as follows:

1. First Year Evaluative Findings With Action Taken During the Second Year of Operation
2. Second Year Evaluative Findings With Action Taken During the Third Year of Operation
3. Process Comments of Proposal Objectives Accomplishments as Related to Program Objectives For the Second Year of Operation
4. Evaluation Instrument for Exemplary Programs in Vocational Education

First Year Evaluative Findings With Action Taken During the Second Year of Operation

The most significant evaluative findings (page 3 and 4) by the Occupational Research and Development Unit Evaluative Team from the First Annual Progress Report follows with action taken during this second year of operation:

1. Resource people made an outstanding contribution to the occupational information phase of the program.

   Action taken--Resource persons were still utilized in the project with good results. However, available evidence seemed to indicate that the use of resource persons declined somewhat during this year. Efforts should be made to increase the use of these persons during the next year of program operation.

2. The system has purchased one temporary classroom for use as a laboratory facility for one phase of the program.

   Action taken--The system has now obtained two temporary classroom facilities for utilization in the project. When compared to total facilities in the school system, the facilities for the program are as good as any others.

3. Teacher-coordinators have had to scavenge much equipment. More basic equipment is needed to provide more relevant experiences for students.

Action taken--Little additional equipment has been purchased. More equipment is needed to provide relevant experiences for students if they are to become familiar with equipment currently used in business and industry.

4. Many students are assigned and are working well with their immediate supervisors, especially in the area of food services.

   Action taken--Evidence indicates that students are still working very satisfactorily with their immediate supervisors and strongest program seems to be in the area of food services.

5. Student selection was based on the guidelines set forth in the proposal.

   Action taken--New students selected for the second year appear to have been selected based mostly on teacher referral. Student selection next year should follow guidelines established in the proposal.

6. Administrators and teacher-coordinators have expressed a need for a small greenhouse to provide additional experiences for students so they can become qualified for employment in the community in an area where employment exists.

   Action taken--No greenhouse facility has been purchased and no evidence of plans exist for purchasing a facility for next year. Teacher-coordinator has offered many exploratory experiences utilizing make-shift equipment during the past year. Assistance needs to be provided to provide equipment for instructional purposes next year.

7. Students are encouraged and are constantly helped to appraise themselves in relation to their expected position in the world of work.

   Action taken--Students discuss themselves in relation to the world of work. However, more adequate use needs to be made to test batteries for this purpose. A vocational evaluation for each student conducted through the Rehabilitation Service could possibly assist students even more in appraising themselves in relation to the world of work.

8. Many students have obtained part-time employment as a direct result of the program.

   Action taken--Most all students have had some part-time employment during the year. More time needs to be devoted to securing part-time employment for these special students, however. This part-time employment can be of much value for these students in that it can, (1) assist in developing positive work attitudes, (2) prepare students for routine in the world of work, (3) provide much needed exploratory experiences, (4) assist in developing a salable skill, and (5) give students an opportunity to make money that he can use to stay in school or buy clothes to enhance his self-concept.

9. Absenteeism for most students enrolled has dropped significantly over previous years.

   Action taken--Most all chronic absenteeism has been stopped. Only about three students continue to be absentee problems. It is felt that if more equipment could be purchased to provide more relevant experiences, possibly these problems could be eliminated.

10. Only one student has terminated the program and this was because of problems he had had previously. He is now in a Boys Industrial School.

    Action taken--Two other students have now terminated program and they have full-time employment.

11. Instructors are constantly seeking new methods for working with students.

    Action taken--Instructors are still seeking new methods for dealing with these special students. However, they need some assistance in locating, developing, and initiating new teaching methods. They also need to become more familiar with how and why they are utilizing certain techniques.

12. Provisions are available for student movement between academic and vocational instruction. One student has moved back into the regular academic program.

    Action taken--Provisions still exist for student movement between academic and vocational instruction. No evidence exists to indicate that any other student has moved back into the regular academic program.

13. Compensatory instruction is a strong point of the program. Students seem to feel more comfortable in this program. They expressed a liking of the compensatory studies over the regular academic program. Additional work needs to be done to relate the compensatory instruction to vocational education.

    Action taken--Compensatory instruction continues to be a strong phase of the program. Teacher-coordinators still need to relate more of the compensatory instruction around a vocational education theme. Example: Math problems need to be related to problems in the students' major areas of interest.

14. Discussion with students have progressively indicated a more positive attitude toward work and vocational education.

    Action taken--Existing evidence continues to indicate that students are continuing to develop more positive attitudes toward work and vocational education. Students have visited one area school that appeared to impress them. Several have indicated they would like to attend to develop a skill for later employment.

15. Occupational information and guidance are an integral part of the program.

Action taken--Occupational information and guidance continue to be an integral phase of the project, but each area needs to be strengthened. Regular school counselors need to become more involved in the guidance aspects of the program through actual student contact or through in-service education for teacher-coordinators.

16. The commitment of teacher-coordinators to place students even in part-time employment after school and on weekends adds much to the program.

Action taken--Teacher-coordinators appear to still have a commitment to finding and placing students in part-time employment. More total program effort needs to be provided in this direction, however.

17. No qualified instructor could be found for one school included in the program until late in the school year and many phases of that program are still in the development stage.

Action taken--One change in teacher-coordinators was made during the year. The new teacher-coordinator has a keen interest in the success of the program and is expected to add much to the program next year.

18. Teacher-coordinators are gaining confidence with their new approaches to solving educational problems.

Action taken--Teachers possess great confidence in dealing with problems concerning the compensatory aspect of the program. More emphasis needs to be given to providing vocationally related instruction. Experiences in this area will build teacher confidence.

Second Year Evaluative Findings With Action Taken During the Third Year of Operation

All evaluation findings affect where it is felt the exemplary program should have been after completing the second year of operation. The most significant evaluation findings by the review team from the Occupational Research and Development Unit at Auburn University were as follows:

1. All students when surveyed, expressed positive attitudes toward the program. Each student indicated that he or she would like to continue in the program next year. Students seem to favor the following aspects of the program over the regular academic program: (1) more interest shown by instructor, (2) more individual instruction by teacher-coordinators, and (3) the opportunity to work and make money while in school.

   Action taken--This positive condition has continued to exist throughout the duration of the project.

2. Now that compensatory and remedial education aspects of the program are beginning to become established, there is a need to continue to increase the emphasis upon training for employment.

   A. It would be desirable for teachers and work station supervisors to work out task analysis, job skill development guides, task objectives for each student, and evaluation procedures for each task objective.

   B. Teacher-coordinators should begin to provide job related vocational instruction for those students now employed.

   C. In-service training for teacher-coordinators utilizing consultants in vocational education could assist the program in becoming more vocationally oriented. A workshop to assist in implementing these recommendations is being planned for August, 1972.

   Action taken--The compensatory and remedial aspects of the program continued to be an oustanding phase of the project. Two workshops, where outside consultants were utilized were held to assist teacher-coordinators in orienting their instructional materials toward a more vocational setting. Even though much improvement was made in this area, more still needed to be done in this area.

3. Each teacher-coordinator's understanding and concern for these special students is to be commended.

   Action taken--The teacher-coordinator's humanistic concern for these "special" students continued to be an outstanding asset of the project.

4. More time needs to be spent by the teacher-coordinators in articulating the program objectives in the community. This could be of help in (1) locating training stations, (2) locating part-time employment, (3) obtaining support of resource people, (4) locating relevant businesses for field trips, (5) obtaining assistance in securing supplies and/or equipment, and (6) promoting the program in order to extend the program locally when project is completed.

Action taken--Several more training stations for students were identified but little evidence exists to indicate that teacher-coordinators spent additional time attempting to articulate the project objective to the community.

5. Many students have obtained at least some part-time employment as a direct result of efforts made by the teacher-coordinators. One student made over $900 during the year. Students seem to favor the work aspects of the project and it seems to be a strong motivating force for many students. If some students do not wish to spend all their spare time in part-time employment, a buddy system for training stations should be considered.

   Action taken--Teacher-coordinators continued to seek and place these special students who they felt could accept responsibility. Over fifty percent of the students held some part-time employment while enrolled in the project. These students who worked averaged earning $513.45 a year while enrolled in the program. Administrators, teacher-coordinators, and students all felt that this being able to earn extra money was a strong motivator for the project.

6. Revision of detailed teaching units should be made and developed in a form of publication. These units will be published and distributed statewide to enhance the development of Alabama's handicapped and disadvantaged units. Teachers have made a commendable start in the development of these materials.

   Action taken--A very good 135 page publication, "Selected Teaching Units Developed by the Teacher-Coordinators for a Sheltered Work Experience Curriculum for Low Achieving Students", was developed through the project. Most of the included materials are very good for working with these "special students". A limited number of these materials have been distributed statewide. Most of the materials would be good for working with special education classes also.

7. Basic equipment is needed to provide relevant experiences for students.

   Action taken--Very little additional equipment was purchased. The administration cited lack of funds as a logical reason why this was not done.

8. The project has had three different directors over the past year which has contributed to some overall loss in continuity in the total program. The new project director is providing overall leadership now to further develop the project and her interest and leadership will contribute greatly to the success of the program.

Action taken--The new project director continued to provide excellent supervision and leadership for the project. Without her active involvement in the project much would not have been accomplished.

9. Continued effort needs to be made to keep the information on the Evaluation Data Matrix current to provide pertinent information related to the program at all times.

   Action taken--In most instances the Data Matrix was kept current. However, some items were omitted which caused many problems in analyzing the outcome or product evaluation of the project.

10. In the literature review of Gallington's work (page 6; paragraph 2 of the proposal) it was noted that potential dropouts, when compared to potential graduates, participated in fewer extra-curricular activities. With this point in mind, a vocational club was started in each class to get maximum student participation. Students seemed to feel more a part of the class now and seem to enjoy many of the activities carried out by the club.

    Action taken--The vocational club continued to be a vital component of the project. It provided students the opportunity to participate in leadership roles where they had never had the opportunity.

11. More effort should be made to individualize each student's instructional program.

    Action taken--Little evidence exists to indicate that additional effort was made to individualize each student's instructional program.

12. In revising and expanding the occupational information units, instructors should remember that for these units to be effective they should: (1) be fairly detailed and specific in describing the nature of specific jobs; (2) indicate alternative paths into jobs; (3) indicate the probable limits of advancement in each field; and (4) indicate the linkage between occupations.

    Action taken--Copies of occupational information units and discussions with teacher-coordinators reveal that much effort was made to develop comprehensive occupational units.

Process Comments of Proposal Objectives
Accomplishments as Related to Program Objectives
For The Second Year of Operation

The central purpose of this program was to demonstrate practices found effective for working with socio-economically disadvantaged and other dropout-prone students.

> Comment--Each instructor has been mainly responsible for developing his or her techniques for dealing with these special youth. It should be remembered that exemplary programs are supposed to be low risk projects. This means that they should be developed around methodologies and techniques that have been proven effective elsewhere. By doing this, it is assumed that exemplary programs should have a low risk of failure. More coordinated effort and in-service instruction needs to be provided teacher-coordinators to assist them in locating and initiating methodologies and techniques found effective elsewhere. Teacher-coordinators are very competent and with some assistance, they can develop quickly in this area.

Objective 1--To provide student counseling services necessary to assist students in appraising their current interests, aptitudes, skills, and personalities in relation to occupational preferences.

> Comment--Students have not been administered any interest, aptitude, or personality test batteries to assist in appraising themselves in relation to their occupational preferences. Realizing that for most of these students taking a test battery would be most difficult, other techniques for accomplishing this objective should be tried. Teacher-coordinators have talked about and discussed these major points in a very subjective manner with students, but more needs to be attempted in this area. Each student should also go through a vocational evaluation conducted by the Rehabilitation Services to assist them in appraising themselves. The new project director, the regular school counselor and each teacher-coordinator have assured the evaluation team that progress will be made in this area.

Objective 2--To provide a sheltered work experience vocational curriculum for youth and to follow through with vocational counseling services necessary to assist students in selecting and developing entry level skills for occupations commensurate with their abilities, interests, and aptitudes.

Comment--Many on-campus sheltered work experiences were provided students. Teacher-coordinators and sheltered work experience supervisors appear to have excellent working relationships. Teacher-coordinators and work experience supervisors are still developing many aspects of this program component. More effort needs to be centered on developing entry level skill in students so they may obtain employment. Task analysis and performance objectives centered around the sheltered work experience program could benefit students tremendously. A workshop has been planned for August, 1972 to assist teacher-coordinators in conducting task analysis and developing behavioral objectives.

EVALUATION INSTRUMENT FOR EXEMPLARY PROGRAMS IN VOCATIONAL EDUCATION*

School or School System Sylacauga (Alabama) City School System

School year 1972-73 Year of operation Third

Program Title: A Sheltered Work Experience Centered Vocational Curriculum for Low Achieving Students

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
A. Administration and Supervision	1. Responsibility for the program is functionally assigned to one individual.						X		**Comment
	2. Teachers and counselors have completed self-appraisal instruments for their respective programs.	X							
	3. Students are following their planned courses of study.					X			Students had selected one of four occupational areas and concentrated most of their studies in their planned area.
	4. Teachers have teaching plans for each unit of instruction included in programs.						X		Teachers developed good teaching units for lesson of instruction. Many units were tested, revised and published.
	5. Program is being promoted with school faculty, students, parents and community groups.				X				A limited number of activities were conducted over the three years to promote the project.

Comments by administrators, teachers and/or students:

*The instrument was developed by the Occupational Research and Development Unit (ORDU) at Auburn University, Auburn, Alabama. All appraisal factors for this report were responded to considering where the evaluators felt the project should be after its third year of operation.

**Project has had three directors during its three years of operation. Program lost some continuity, but new director added much in the development and implementation of the project.

		Scale							
Function	Appraisal Factor	Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	Findings and Stipulations
		X	0	1	2	3	4	5	
A. Administration and Supervision (Cont'd.)	6. Program results are being coordinated and disseminated.					X			Annual Project Evaluations of program results have been distributed to local administrators and state vocational staff.
	7. School is involving business and industry in program development.				X				Business and industry has been involved very little in actual program development. Involvement has centered around them being utilized for field trips and as sources for resource persons.
	8. Cooperative arrangements have been made with other school systems or non-profit private schools.	X							
	9. Advisory committees are properly constituted and active.				X				The Sylacauga Vocational Advisory Committee supposedly serves in an advisory capacity for the project. However, no evidence exists to indicate that they were involved in the development of the project. The project has been discussed with them by the teacher-coordinators and students on two occasions.

Comments by administrators, teachers and/or students:

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
B. Facilities	10. Adequate classroom space is available for all phases of the program.					X			Two classroom trailers were purchased by the City Board for use in the project. Classrooms have been assigned for program use only.*
	11. Basic laboratories and equipment are provided for the exploration and orientation functions.				X				Little basic laboratory space and equipment was available. More basic equipment to provide relevant hands-on-experiences was desperately needed.
	12. Specific skills laboratories and equipment are available and current with business and industry practices.				X				Almost no skills laboratories and equipment were available.**
	13. Safety is prominent in the design and operation of the classrooms and laboratories.						X		Work safety is constantly discussed with these "special" students.
	14. Arrangements have been made in the community for the use of specialized equipment and facilities not available at school.	X							

Comments by administrators, teachers and/or students:

*All school plants are over-crowded. Compared to all other programs in the system, as much space as possible has been provided for the exemplary program.

**However, the equipment used in the work stations were what was actually used in the work setting.

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
C. Curriculum	15. Activities and experiences are being conducted to enhance self-understanding in relation to the world of work at the junior high level.					X			Many exploratory activities and experiences were conducted to enhance self-understanding of students in relation to the world of work.*
	16. Provisions have been made for exploratory and preparatory instruction at the senior high level.					X			Through the use of sheltered work stations, work study and utilization of some basic equipment, a minimum amount of exploratory and preparatory instruction were provided.
	17. Provisions are made for work experience, cooperative education and similar programs for all students during the school year and/or in the summer, making possible a wide variety of occupational offerings.					X			Provisions were made and Teacher-Coordinators attempted very hard to provide work experiences for these "special" students. Almost all students who were able to be placed in an occupational setting were placed.
	18. Provisions are made for potential dropouts, general and academic students, not previously enrolled in vocational programs to receive specific intensive training in job entry skills just prior to leaving school.	X							

Comments by administrators, teachers and/or students:

*For the third year of operation, many more exploratory experiences should have been initiated. It is realized where little basic equipment exists, it became extremely difficult to implement this component. However, it is felt that some method could have been identified to assist in providing these activities for students.

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
C. Curriculum (Cont'd.)	19. Provisions are made for intensive occupational guidance and counseling for students before they terminate, generally increased just before student's termination and for initial job placement.				X				Provisions are incorporated into the project design. However, no evidence exists to indicate that any intensive occupational guidance and counseling were carried out.
	20. Provisions are made for releasing young workers from jobs on part-time basis to increase educational attainment.	X							
	21. New approaches and tested innovations which have emerged from recent research and demonstrations are utilized.					X			Teacher-Coordinators constantly searched to find new materials and new methods to incorporate into the project.
	22. Provisions are made to motivate and provide pre-professional preparation for potential vocational teachers.	X							

Comments by administrators, teachers and/or students:

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
C. Curriculum (Cont'd.)	23. Provisions are available for student movement between academic and vocational instruction.						X		Provisions were available and four students moved back into the academic area successfully.
	24. Provisions have been made for broad occupational orientation for all students at the elementary and secondary levels to increase student awareness of range of career options.	X							
	25. Compensatory education for vocational students is an integral part of the program.						X		The compensatory education program was one of the strongest components of the program. Teacher-Coordinators and students seemed to feel more comfortable with this phase of the project. However, many more compensatory education units should have been developed in students' major vocational area of interest.

Comments by administrators, teachers and/or students:

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
C. Curriculum (Cont'd.)	26. The curriculum is accepted by the student body.							X	Comment*
	27. The program is designed to develop in students vocational maturity and positive attitudes toward work.						X		The program had the design and appeared to be developing positive attitudes toward work when surveyed, students seemed to enjoy talking about their jobs and the responsibility attached to their jobs. They continuously noted that they were able to make money and help support themselves.
	28. Staff members are providing occupational information in their area of specialization.						X		All teachers worked hard to provide occupational information in their classes. When they identified some weaknesses they sought resource persons to fill the void.
	29. The program is designed to broaden and improve the vocational education curriculums.						X		The Teacher-Coordinators developed a 135 page publication of many types of instructional materials to use with these special students. A minimum number have been distributed statewide.

Comments by administrators, teachers and/or students:

*Over the three years, all students except two expressed extremely favorable comments about the program. All students surveyed expressed a keen interest in continuing the project after its completion as such. Many parents came to school to seek enrollment of their children in the program. Many other students in the school system also sought to enter the project.

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
D. Instruction	30. Teachers are employed and assigned to instructional duties within their area of competency.						X		All teacher-coordinators worked in the areas where they had the most competencies.
	31. Teacher loads are adjusted to levels which allow for preparation, student personnel services, and curriculum development.					X			
	32. Outside consultants and specialists other than professional educators are being utilized.				X				Only persons outside the field of education that have been utilized are local persons used as resource persons.*
	33. Exchange of personnel between schools, industry and school, school and other agencies, institutions or organizations is practiced.	X							
	34. Program is developing positive faculty and student attitudes toward vocational education.						X		Many students, when surveyed, have expressed an interest in attending an area school. Faculty members and all administrators have expressed a desire for additional programs of this type in the system.

Comments by administrators, teachers and/or students:

*No other outside consultants have been utilized in program development activities.

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
D. Instruction (Cont'd.)	35. Program is being served by a central library in which a career in them is prevalent.	X							
	36. Specialized department references are available for all majors.				X				Many more specialized materials needed to have been located and made available to students.
	37. An organized and systematic program of instructional evaluation is present and students are performing at a predetermined level.				X				During the third year of operation, a workshop for developing and incorporating behavioral objectives into the instructional program was held. Much additional work needed to be done in this area.

Comments by administrators, teachers and/or students:

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
E. Student Personnel Services	38. Provisions are made for obtaining information about students.					X			Teacher-coordinators have access to all students records. Program records are kept on each student. Every teacher-coordinator has visited every student's home to gain additional personal information.
	39. Provisions are made for the maintenance and use of the information about students.					X			Teacher-coordinators used much of the information on hand for diagnostic purposes. It is felt that the school's vocational counselors should have worked more with them on how to better use the information on hand.

Comments by administrators, teachers and/or students:

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
E. Student Personnel Services (Cont'd.)	40. Well developed, active guidance program for non-college bound youth is functioning.					X			Teacher-coordinators in the project provided almost all guidance services for these special youth. They had a good occupational information program functioning. However, it is felt that the regular school counselors needed to become more involved in the direct student contact and in in-service education programs for teachers.
	41 Students are selecting vocational courses that relate to their interest, aptitude and personality.					X			
	42 Placement of graduates is considered a school responsibility and is functionally coordinated by one person.					X			The teacher-coordinators continued to place many students in work study settings.*

Comments by administrators, teachers and/or students:

*At the beginning of the program, placement of these "special" students was hindered more by poor attitudes than any other single factor. At the beginning of the project, most of these students did not want to work. However, at the end of the first year, continuing through the other two years, the teacher-coordinators were able to change this negative attitude toward work. Students began to look at their jobs in the sheltered work stations as status positions and sought to keep these positions.

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
E. Student Personnel Services (Cont'd.)	43. The vocational faculty and staff are committed to placement and follow-up of every school terminee.					X			Only a minimum number of students have terminated the program and they have been followed-up. Teachers seem to have this commitment because they even spent much time in seeking part-time employment for students.
F. Public Relations	44. The program is being actively publicized and promoted locally and statewide.				X				Two newsarticles have been published.

Comments by administrators, teachers and/or students:

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
F. Public Relations (Cont'd.)	45. The program is being actively publicized and promoted locally and statewide.								
G. Evaluation	46. Plans are in existence for planning, modification, and development on a continuous basis.					X			During the last eight months, periodic planning sessions were held for modifying and developing the program. The new Project-Director provided much needed leadership in this area.
	4 . Plans are in existence for evaluating and monitoring the program.								Comment*

Comments by administrators, teachers and/or students:

*The evaluation team visited the project quarterly during its three years of operation. Quarterly and interim evaluation reports have been made and discussed with staff members. Constant oral and written requests have been made in hopes of assuring that the Evaluation Data Matrix be kept up-to-date for final outcomes evaluation.

B. Product Evaluation

In the Sylacauga Project, two main objectives were established. The proposal spelled out one or more major means of evaluating each specific objective. The evaluation team developed a Data Matrix (Appendix A) to assist the project coordinator in systematizing and gathering the pertinent information. The evaluation team stressed orally and in writing, after each visit, that the Evaluation Data Matrix should be kept current. Because of incomplete data reported relative to some of the specific objectives, some of the conclusions drawn should be considered with caution.

To determine if students exposed to the sheltered work experience program acted in a certain manner, the following evaluation criteria related to each objective were measured. The proposal indicated that students exposed to the program would:

1. Make realistic occupational preferences as indicated by a comparison of counselor assessments prior to enrolling in program, instructor assessments during the program, and employment findings on annual and three-year follow-up of students occupations. (Criteria for Objective 1).

2. Remain in the instructional program until they develop employment skills at a level which will enable them to obtain and retain a job as indicated by employment findings on annual and three-year follow-up of student occupations. (Criteria for Objective 2).

3. Display a greater positive attitude toward school as measured by mean gains on the Battle Student Attitude Scale and school attendance records. (Criteria for Objective 2).

4. Reflect a more positive self-concept as measured by mean gains on free writing projective exercises and mean gains on the Thematic Apperception Test as modified for Inferred Self-Concept in middle grade students. (Criteria for Objective 2).

5. Develop a higher level of academic achievement as measured by mean gains on the California Test of Basic Skills and on the California Achievement Test. (Criteria for Objective 2).

Presenting and Analyzing Data

Information is presented and analyzed around each of the two specific objectives.

Objective 1--To provide student counseling services necessary to assist students in appraising their current interests, aptitudes, skills, and personalities in relation to their occupational preferences.

During the three years of the project operation, a total of 89 individual students were involved in the Sylacauga Exemplary Project. The pupils served by the project were to be selected from a student pool utilizing the following criteria:

1. Total score on Gallington's Objective Instrument (See Appendix Q)
2. Age of pupil (Minimum 13 and maximum 16)
3. Parental approval of their child's participation in the program

Fifty-six students were selected for the program the first year of operation using the above guidelines. Some of the 26 students who entered the program during the second year of operation were selected by teacher referral, rather than use of the established guidelines. Those students who entered the program during the third year of operation were reportedly selected by the use of the established criteria.

Gallington's Objective Instrument for identifying potential dropouts and general instructions for its use is included in Appendix Q. These scores were recorded in columns 8-16 on the Evaluation Data Matrix #1 (Appendix A). Type handicap, if any, was to be recorded on Column 7.

Data submitted to the evaluators indicated that assessments of many of the students were not complete. The conclusions drawn, however, were based on the data reported, and the reader is cautioned to consider these factors before accepting final decisions for transferability purposes.

The data as reported on Evaluation Data Matrix #1, for students participating in the program, ranged from 12 to 25 on the Gallington's Objective Instrument with an average of 18.64 per student participant. The participants were also reported to be educationally and/or physically handicapped.

As previously noted, assessments of some students were not complete. This came about in some cases because of a lack of uniform information on permanent record cards. This information is needed to fully utilize the Gallington Instrument. This lack of uniform information contributed to the use of teacher and/or administrator referral for student entry into the Sylacauga Exemplary Project rather than the use of the Gallington's Objective Instrument and established guidelines.

The first year of operation of the Sylacauga Exemplary Project was for the most part exploratory in nature. Of the 56 students who participated in the project during the first year of operation, 42 students participated in three program-of-study areas. These were:

1. Grounds Keeping and Landscaping
2. Janitorial and Custodial Services
3. Domestic Services

The other 14 students concentrated their studies on Food Service Activities. In addition to the first year's program exploratory nature, throughout the life of the project it was recommended to each student upon program entry that during their first six weeks in the program they explore at least three program-of-study areas before deciding on an area for concentration.

TABLE 1

STUDENT PARTICIPANTS IN THE SYLACAUGA EXEMPLARY PROJECT AND THE TOTAL NUMBER OF PROGRAM-OF-STUDY AREAS THAT EACH PARTICIPATED IN

Total Number of Program-of-Study Areas That Students Participated in		Number of Participants In Different Program-of-Study Areas
4		15
3		29
2		17
1		28
	SUM	89

Students were not limited to any fixed choice of work experiences as indicated by Table 1. This table indicates that some students participated in work experience activities in as many as four program-of-study areas. Fifteen students participated in four program-of-study areas, 29 students participated in three program-of-study areas, 17 students participated in two program-of-study areas, and 28 students participated in only one program-of-study area.

Table 2 indicates that 64 students participated in the Janitorial and Custodial program-of-study area, 52 in Domestic Services, 49 in Grounds Keeping and Landscaping, 46 in Food Services, and one in Maintenance Services for Buildings and Equipment program-of-study area.

Program-of-study activities were to be based upon the premise that the participants could benefit most from learning experiences in which basic or compensatory education is combined with and related to acquisition of vocational skills appropriate to the students' abilities and interests.

TABLE 2

NUMBER OF STUDENT PARTICIPANTS IN THE SYLACAUGA EXEMPLARY PROJECT BY SCHOOL YEAR BY PROGRAM-OF-STUDY AREA

Program-of-Study Area	School Year 1970-1971	1971-1972	1972-1973	Total Number of Different Participants
1. Grounds Keeping & Landscaping	42	11	8	49
2. Janitorial and Custodial	42	20	21	64
3. Domestic Services	42	4	12	52
4. Food Services	14	31	19	46
5. Maintenance Service for Buildings and equipment	0	0	1	1

General and vocational guidance services, and all other pupil programs and services established for the total pupil population, were to be an integral part of the program.

Counselors were to aid in assessing the students interests, aptitudes, abilities and personalities by use of test batteries and inventories. The counselors were to assist the students in appraising their current interests, aptitudes, abilities and personalities in relation to their occupational preference. Once the student had selected a program-of-study area, the counselors were to indicate whether or not they felt the student had made a realistic choice. After the student had been in a program-of-study for three months the teacher-coordinator, based on subjective opinion, was to indicate whether or not he felt that the student made a realistic choice.

The evaluators concluded that based on student comments (Appendix J), communication with school administrators (Appendix G) and teacher-coordinators, intermediate evaluations and observations, and reported student job records that some student participants were generally making realistic occupational assessments.

Some school administrators did feel that more counseling services should have been provided by a professionally trained person in this area. Even though some counseling services were provided by the school counselors and each teacher-coordinator, it was concluded that some students were not provided adequate professional counseling services to assist them in appraising their current interests, aptitudes, skills, and personalities in relation to occupational preferences.

Students were administered aptitude tests, personality tests, and interest inventory tests to aid in assisting them in making realistic occupational choices. However, the evaluators received no information with which to compare counselor assessment of the student prior to enrollment in the program,with instructor assessment during the program, in regard to the student making a realistic occupational choice. It is noted though, that the project director and teacher-coordinators, along with the counselors when their duties permitted, met at least monthly to evaluate students, discuss problems, analyze situations, and propose solutions in carrying out the program and assisting in meeting the needs of the students.

Occupational information and group guidance were an integrated part in the daily activities of the participants. Guidance and counseling activities were mainly in the form of individual or small group sessions conducted by the teacher-coordinator and/or immediate work station supervisors throughout the project. Most of these sessions were directly related to assisting students in their self-appraisal in relation to an occupational objective for the future.

It was observed from student earning records that some students were employed afternoons, weekends, and summers in areas of employment that were directly related to or in their school experience program-of-study areas. During the three years of operation of the Sylacauga Exemplary Project, 34 student participants were reported to have earned $40,788.57. This was an average earning of $1,199.66 per student participant. These 34 students were in the project from one to three years. On a yearly basis, these 34 students earned $513.45 per year for each participant whose earning record was reported.

Objective 2--To provide a sheltered work experience vocational curriculum for youth and to follow through with the vocational counseling services necessary to assist students in selecting and developing entry level skills for occupations commensurate with their abilities, interests, and aptitudes.

The program of studies centered around work experience. To have enough work stations to provide useful work experiences, it was necessary to utilize the complete Sylacauga School District. Students were transported to and from their work stations in a bus driven by a teacher-coordinator. Most pupils worked under the direction of an immediate supervisor provided by the school system at these work stations. As an example, the students concentrating on Food Service Activities worked under the supervision of the Lunch Room Director at their station; the students concentrating on Janitorial and Custodial Services worked directly under the guidance of the Head Custodian at their assigned stations; while the students concentrating on Domestic Services worked directly under the supervision of the Director of the Day Care Center.

The teacher-coordinator provided overall supervision of all work experiences in his unit. It was expected that students would remain in the instructional program until they developed employment skills at a level which would enable them to obtain and retain a job as indicated by employment findings on annual and three-year follow-up of student occupations.

Table 3 lists the number of students who participated in the exemplary program, length of time in program, and the reasons given by the 89 participants for terminating the program, including program completions. The data are presented by the length of time spent in the program.

It is indicated in Table 3 that 44 (49.4%) of the 89 students who participated were considered to have completed the program. The length of time for these students in the program ranged from 9 months to 27 months. All of these 44 students were still enrolled in the program at the completion of the 1972-73 school year.

In addition to the 44 participants listed as completing the program, 7 moved, 16 returned to the regular school program, 2 left school for marriage, 13 left school as legal age dropouts, 3 left but enrolled in adult education night school, 2 were expelled, 1 enrolled in a rehabilitation program and 1 joined the Job Corps.

Table 4 illustrates the employment status as reported for the 89 students who participated in the Sylacauga Exemplary Project. Of the 89 participants, 6 (6.74%) were seeking employment, 28 (31.46%) were not seeking employment, 7 (7.87%) were working full-time related to their program-of-study, 3 (3.37%) were working full-time but not related to their program-of-study, 33 (37.08%) were working part-time related to their program-of-study, 2 were working part-time but not related to their program-of-study, 1 (1.12%) was in school part-time related to the program-of-study, and 9 (10.11%) students were not classified. Of the

TABLE 3

REASONS GIVEN BY STUDENTS FOR TERMINATION OF VOCATIONAL PROGRAM BY NUMBER OF STUDENTS AND BY LENGTH OF TIME SPENT IN PROGRAM

Reason	% of Total	Length of Time Enrolled in Program in Months							Total
		4	5	9	14	18	23	27	
1 Completion	49.44			8		17		19	44
2 Moved	7.87		1	1	2	2		1	7
3 Returned to Regular School Program	17.98		1	7	1	7			16
4 Married	2.25					1	1		2
5 Legal Age Dropout	14.60			9	2	2			13
6 Joined Armed Forces								0	0
7 Adult Education Night School	3.37	1			2				3
8 Expelled	2.25			1		1			2
9 Rehabilitation Program	1.12			1					1
10 Job Corp	1.12					1			1
SUM	100.00	1	2	27	7	31	1	20	89

TABLE 4

EMPLOYMENT STATUS AS REPORTED FOR 89 PARTICIPANTS IN THE SYLACAUGA EXEMPLARY PROJECT FOR THREE YEARS OF PROGRAM OPERATION

Employment Status of Participants	Number of Participants	Percent of Participants
Seeking Employment	6	6.74
Not Seeking Employment	28	31.46
Working Full-time Related to Program-of-Study	7	7.87
Working Full-time Not Related to Program-of-Study	3	3.37
Working Part-time Related to Program-of-Study	33	37.08
Working Part-time Not Related to Program-of-Study	2	2.25
School Part-time Related to Program-of-Study	1	1.12
Employment Status Not Reported	9	10.11
TOTALS	89	100.00

nine students not classified, 4 were reported to have moved, 1 was expelled from school, 2 returned to the regular school program, and 2 were listed as legal age dropouts.

Of the 28 students reported not seeking employment, 17 were reported still in school, 2 moved, 2 were married females, 1 joined the Job Corps, and 6 were classified as legal age dropouts.

In addition to the above occupational status report, 46 of the 89 participants expressed satisfaction with their occupational choice, and each of these 46 participants were reported performing satisfactorily on their jobs. The other 43 participants did not indicate satisfaction or dissatisfaction with their occupational choice.

The only other type of follow-up of student participants was the job earning records of 34 students, which was discussed earlier. It was observed that 31 of these 34 students were still in the program at the end of the 1972-73 school and the other 3 reportedly had been in the program during that year.

As previously indicated, the complete Sylacauga School District was utilized to provide work stations to provide useful work experiences for students. Sheltered work experience stations utilizing the school district were deemed necessary because of the very negative attitudes and poor self-concept that participants had toward self, work, school, and community. It was thought that a work experience centered program could be instrumental in aiding the student in acquisition of desirable attitudes, basic skills, and understanding needed for civic and social responsibility. Classroom experiences were designed to cultivate favorable attitudes toward school and all facets of living. Students were expected to display a greater positive attitude toward school as measured by mean gains on the Battle Student Attitude Scale and school attendance records. This positive attitude was expected to be carried over into occupational areas, promoting promptness, and increasing the student's ability to get along with other individuals.

The school attendance records of participants was not at all impressive prior to entering the Sylacauga Exemplary Program. School administrators were constantly amazed at the reduced absences after students entered the program. From the time they entered the program until they terminated, 34 of 62 had fewer absences their last year than they did during their first year in the program. It was felt that this decrease in student absences was a direct result of the specially designed curriculum for low achieving students, which stressed individualized courses of study and coordinated work experience activities. Courses of study were based upon functional learning experiences with immediate potential for application to daily living needs of students. This curriculum gave the student more individual attention, was slower paced more in keeping with the student's speed and abilities, and emphasized learning by doing, using mostly hands-on learning activities.

The average number of days absent for students during each of the three years was 14.3 days in 1970-71, 14.1 days in 1971-72, and 10.9 days in the 1972-73 school year. Over the three year period of operation of the Sylacauga Exemplary Project, the participants averaged 13.3 days absent per student.

Of the 56 students who entered the Sylacauga Exemplary Project in the first year of operation, 43 of these were in the program for the second year and 20 were still in the program during the third year of operation.

Table 5 illustrates by school year and by group the mean, standard deviation, median, and mean gain of days absent for participants who were in the Sylacauga Exemplary Project more than one academic year. Group 1 showed a decrease of 0.116 days absent per student while Group 3 showed an increase of 2.616 days absent per student for two years of program participation. Only Group 2 participants were in the program for the three years of operation. Group 2 participants had an average increase of 1.725 days absent during their second year of participation in the project and they had an increase of 5.200 days absent during their third year of participation in the project.

TABLE 5

MEAN, STANDARD DEVIATION, MEDIAN, AND MEAN GAIN OF DAYS ABSENT BY SCHOOL YEAR BY GROUP AS REPORTED FOR PARTICIPANTS OF THE SYLACAUGA EXEMPLARY PROJECT FOR THREE YEARS OF PROGRAM OPERATION

Group	School Year	Number of Participants	Days Absent Mean	Days Absent Standard Deviation	Days Absent Median	Days Absent Mean Gain
1[A]	1970-71	43	12.756	19.334	5.750	-0.116
	1971-72	43	12.640	17.581	6.167	
2[B]	1970-71	20	6.275	6.103	3.500	+1.725
	1971-72	20	7.300	7.454	4.000	+5.200
	1972-73	20	12.500	10.784	8.750	
3[C]	1971-72	39	8.205	7.880	4.750	+2.616
	1972-73	39	10.821	10.045	8.438	

[A] Group 1 composed of 43 participants that were in the Sylacauga Exemplary Project both in 1970-71 and 1971-72 school year.

[B] Group 2 composed of 20 students that participated in the Sylacauga Exemplary Project during three years of program operation.

[C] Group 3 composed of 39 students that participated in the Sylacauga Exemplary Project both 1971-72 and 1972-73 school year.

Table 6 illustrates the analysis of variance and associated statistics comparing mean gain of days absent for students who were in the Sylacauga Exemplary Project more than one academic year. As can be seen from this table, only the 20 students in Group 2 shows a significant difference in mean gain of days absent at the 0.05 level. Not any of the three groups showed any significant difference at the 0.01 level.

It is noted that 13 students left the Sylacauga Exemplary Project as legal-age school dropouts. Ten of these 13 students who left school as legal-age dropouts, while still in school, continued to have an increasing number of absences larger than the number of absences they had the school year prior to program entry. These 13 (14.6%) students accounted for 632 (27.8%) days absent out of the 2276 days absent for participants that were reported for the three years of operation of the Sylacauga Exemplary Project.

TABLE 6

ANALYSIS OF VARIANCE AND STATISTICS COMPARING THE MEAN GAIN DAYS ABSENT FOR STUDENTS WHO WERE IN THE SYLACAUGA EXEMPLARY PROJECT MORE THAN ONE ACADEMIC YEAR FOR THE THREE YEARS OF PROGRAM OPERATION

Group	No.	Source of Variance	df	Sum of Square	Mean Square	F Value	F Probability
1[A]	43	Between	1	0.289	0.289	0.001	0.424
		Within	84	28,682.352	341.456		
2[B]	20	Between	2	445.606	222.803	3.197*	0.047
		Within	57	3972.941	69.701		
3[C]	39	Between	1	133.383	133.383	1.637	0.202
		Within	76	6194.106	81.501		

[A] Group 1 composed of 43 participants that were in the Sylacauga Exemplary Project in both 1970-71 and 1971-72 school year.

[B] Group 2 composed of 20 students that participated in the Sylacauga Exemplary Project during three years of program operation.

[C] Group 3 composed of 39 students that participated in the Sylacauga Exemplary Project both in 1971-72 and 1972-73 school year.

*Significant difference in mean gain of days absent at the 0.05 level of probability.

The Battle Student Attitude Scale came from an unpublished 1954 Doctoral dissertation from the University of Florida. The dissertation entitled "Techniques and Instruments for Measuring Certain Human Relations" was written by Jean A. Battle. This instrument contains sixty negative statements concerning the student's feelings toward himself, toward other students, toward teachers and toward school in general.

The purpose of the test is to detect a change in attitude, rather than to evaluate one's attitude. The student is asked to respond to each statement by marking it *mostly true*, *half true-half false*, or *mostly false*. The instrument is so constructed that the student's positive score is the number of *MF's* circled. In order to obtain valid results, the instrument is administered to an entire class with no individual identification being shown. Mean gains for the class are treated statistically by calculating *t* values and/or *Z* ratios. Although the test is not timed, approximately forty minutes is needed for the administration of the test.

Table 7 indicates that there was an apparent difference between pre-test scores and post-test scores on the Battle Student Attitude Scale instrument. The dispersion of and/or individual scores were not reported by project personnel, therefore, no t-test nor Z-scores were calculated by the evaluators.

Based on the data reported, the evaluators could not conclude that the participants displayed a greater positive attitude toward school as measured by mean gains on the Battle Student Attitude Scale instrument.

The student participants were expected to reflect a more positive self-concept as measured by mean gains on free writing projective exercises and mean gains on the Thematic Apperception Test as modified for Inferred Self-Concept in middle grade students.

TABLE 7

COMPARISON OF THE PRE-TEST AND POST-TEST
BATTLE STUDENT ATTITUDE SCALE SCORES
AND MEANS AS REPORTED FOR
STUDENT PARTICIPANTS

	PRE-TEST		POST-TEST	
	Total Score	Mean Score	Total Score	Mean Score
Mostly True	1294	24.88	917	21.83
Half True, Half False	713	13.71	615	14.64
Mostly False	1100	21.15	934	22.24
Participants Tested	N=52		N=42	

The Thematic Apperception Test (TAT) of H.A. Murray and his coworkers (1938) requires the subject to interpret a picture by telling a story--what is happening, what led up to the scene, and what will be the outcome. The responses are dictated by the constructs, experiences, conflicts, and wishes of the subject. Essentially, the person projects himself into the scene, identifying with a character just as he vicariously takes the place of the actor when he sees a movie. The picture is interpersonal for the most part since it mostly presents people in scenes of everyday life activity. One is cautioned that interpersonal scenes described by the subject cannot be taken at face value to indicate the subject's actual relationships, part or present (Allison, Blatt & Zimet, 1968).

The test consists of a series of pictures for a given age and sex group. The pictures are semi-structured, but expressions and action are poorly enough defined so that it is possible for the subject to project oneself into the situation and shape it according to ones needs, expectations, desires or fears. The stories which the subject tells about each of the pictures are considered to be projections of one's self; descriptions of feelings and sentiments, needs or drives of the individual, which are elicited by the stimulus of the pictures.

Normally, only ten to twelve of the pictures are given to the subject, one at a time. Directions vary for their use but they involve encouraging the subject to make up a story regarding the characters depicted on the plates--to identify them and to describe the situations and what led up to it, the thought, the ideas and actions of the characters in the situation and the outcome. Ordinarily, five minutes per picture is sufficient exposure for the subject. The stories may be written or tape recorded by the examiner or they may be written by the subject.

Scoring methods vary with the objectives of the examiner, and might better be called interpretive methods, for they are not objectively based nor objectively expressed. Scoring generally is a series of check marks and usually not by method of weighted scores. Since these marks are recorded for different things in different areas of phychological affect, it would be difficult to determine mean gains except by a case by case study. One of difficulties in the use of this instrument is the need for professionally trained people to administer and interprete the results. As noted previously, there were not adequate professional counseling services administered. Data reported to the evaluators indicated that the Thematic Apperception Test, both pre-test and post-test, was administered to a randomly selected sample of participants. The interview with each selected participant was administered by the guidance counselor and was recorded on magnetic tape. The tapes were then transcribed for evaluation purpose.

To overcome the difficulty in interpreting the results and in trying to eliminate any possible bias of the evaluator, four members of the school system were used to evaluate each case study individually. The four individual rating sheets (See Appendix O) using a Likert Type Scale with a rating of zero to ten (0-10) were then used to determine a consensus weighted value for each case study. This consensus value was then used as the recorded score for the individual to whom the Thematic Apperception Test had been administered.

Table 8 illustrates the mean scores of the participants to whom the Thematic Apperception Test was administered over the three years of operation of the Sylacauga Exemplary Project. Eleven students received both a pre-test and a post-test TAT. Group means were treated statistically by calculating t-values to determine if the mean differences were significant. The post-test scores showed a mean gain of +0.697 over the pre-test scores. The calculated t-value for this group was 1.66. To have a significant difference at the 0.05 level with 20 degrees-of-freedom, the t-value would have to be 2.09 or greater. It is noted, in Table 8, that the students to whom the Thematic Apperception Test was administered in 1973 had a mean gain of +0.657 over the group who received the test in 1972. For these two groups, Table 9, the calculated t-value was 2.33 for 21 degrees-of-freedom with a 2-tailed probability of 0.030. This was a significant increase in the student's self-concept image for this period of program operation.

Based on the data reported, the evaluators concluded that there were no significant difference in the self-concept of the students at the time of the pre-test and their self-concept at the time of post-test as measured by the Thematic Apperception Test. It is noted, though, that there was a significant difference in the students' self-concept in a positive direction

TABLE 8

PRE-TEST, POST-TEST AND GROUP MEAN SCORES, MEAN GAINS AND STANDARD DEVIATIONS ON THE THEMATIC APPERCEPTION TEST AS REPORTED FOR SELECTED PARTICIPANTS OF THE SYLACAUGA EXEMPLARY PROJECT FOR THREE YEARS OF OPERATION

Group (Year)	Number of Participants	Mean Score	Standard Deviation	Mean Gain
1970	8	4.594	1.433	+0.145
1971	8	4.739	1.222	-0.260
1972	12	4.479	0.703	+0.657
1973	11	5.136	0.648	
Pre-Test	11	4.439	1.231	+0.697
Post-Test	11	5.136	0.648	

TABLE 9

THE T-VALUE AND RELATED STATISTICS ON MEAN SCORES OF THE THEMATIC APPERCEPTION TEST AS REPORTED FOR SELECTED PARTICIPANTS OF THE SYLACAUGA EXEMPLARY PROJECT

Group (Year)	Number of Participants	Mean Scores	t-Value	df	2-tailed Probability
Pre-Test	11	4.439	1.66	20	0.112
Post-Test	11	5.136			
1972	12	4.479	2.33*	21	0.030
1973	11	5.136			

*Significant difference in mean gain on Thematic Apperception Test at the 0.05 level of probability.

during the last year of program operation. Also, Table 8 illustrates that the mean scores on the Thematic Apperception Test showed a mean gain in self-concept in a positive direction with the exception of the second year of operation which showed a slight loss.

An additional contribution to the improvement of the student's self-concept image may well have been the student's part-time job activities. As noted previously, 34 student participants reportedly made $40,788.57 in the three years the exemplary project operated. The monies earned by these participants were used for new clothes and other things that they needed or desired. Some of these students had a job in all three years while others had jobs for lesser time. The ability of a student in this age group to obtain and hold a job for some length of time did have a positive effect on a student's self-concept and his status in his peer group. Money in their pocket made these students feel more confident and secure, and many used the monies earned for the improvement of their personal appearance and grooming which was an enhancement that tended to further improve their self-concept image. These changes in dress or behavior were observed by the administration who expressed their belief that some students were developing desirable work habits and a sense of responsibility and pride in themselves and what they did.

The evaluators, therefore, concluded from the data reported, that there was an apparent improvement in the self-concept image of the participants of the Sylacauga Exemplary Project.

While not a part of the original proposal, but included in the Evaluation Data Matrix prepared by the Occupational Research and Development Unit, Auburn University, the participants were tested and evaluated to determine whether students exposed to the curriculum exhibited greater vocational maturity as indicated by a pre-test, post-test gain on the Attitude Test of the Vocational Development Inventory. (Crites, 1965, 6).

Data concerning objective criteria were recorded on the Evaluation Data Matrix #1, while the Vocational Development Inventory scores were recorded on Evaluation Data Matrix #2, Appendix A.

The "Attitude Test of the Vocational Development Inventory" is composed of 60 items to be answered either true or false. The higher the correct score on a pre-selected 50 of these questions, (Crites, page 23-24), the more vocationally mature a person is expected to be. The reader should be extremely cautious in totally relying on the results of an attitude scale to make basic comprehensive judgements concerning this project. There are normally difficult problems inherent in the development of attitude scales, and especially a scale related to the complex problems of vocational maturity. It is strongly suggested that the reader become totally familiar with this particular attitude test before drawing final conclusions.

The "Vocational Maturity Scale" of the Attitude Test contains 50 items, for which a total score of fifty might be achieved.

The "Deviation Scale" of the Attitude Test has 10 items, for which a total score of 10 is possible. This deviation scale was hypothesized to measure a maladjustment factor. The higher the score, the more maladjusted a person is hypothesized to be.

The development of the "Measurement of Vocational Maturity in Adolescence" (Crites, 6), was based on test results of 2786 student participants in a school district of a mostly urban setting. For the 2785 students Crites utilized in the development of the deviation component of the Attitude Scale, a mean of 1.18 and a standard deviation of 1.13 was established. On the maturity component of the Attitude Scale, a mean of 34.64 and a standard deviation of 6.03 was established. The students utilized by Crites were in grades five through twelve.

Based on the results of the development and testing of the Attitude Scale, Crites concluded that the data indicated that "the Attitude Test measures behaviors which are highly enough related to age and grade that they are developmental in nature, but not so highly related that they are the same as grade and age".

To judge the progress relative to this objective, and the program, the students enrolled in this project were administered the pre-test early upon entering the project. They were then administered the post-test prior to leaving the project.

Table 10 illustrates the pre-test, post-test means and standard deviation scores on the Vocational Maturity and Deviation Scales as reported for 29 participants during three years of program operation.

TABLE 10

PRE-TEST, POST-TEST MEANS AND STANDARD DEVIATIONS OF TOTAL VOCATIONAL MATURITY AND DEVIATION SCORES AS REPORTED FOR 29 PARTICIPANTS OF THE SYLACAUGA EXEMPLARY PROJECT

Test		Vocational Maturity		Deviation	
Group	Number	Mean	S.D.	Mean	S.D.
Pre-Test	29	20.35	5.24	1.93	1.73
Post-Test	29	23.69	6.04	2.17	1.42

A one-way analysis of variance was utilized to ascertain whether significant differences were recorded on pre- and post-test scores for the participants tested.

Table 11 presents the analysis of variance and associated statistics comparing the pre- and post-test vocational maturity scores on the 29 tested participants of the Sylacauga Exemplary Project.

TABLE 11

ANALYSIS OF VARIANCE AND ASSOCIATED STATISTICS COMPARING THE PRE- AND POST-TEST VOCATIONAL MATURITY SCORES OF 29 PARTICIPANTS OF THE SYLACAUGA EXEMPLARY PROJECT

Source of Variance	df	Sum of Squares	Mean Square	F Value	F Probability
Between Groups	1	162.234	162.234	5.073*	0.027
Within Groups	56	1790.769	31.978		
Total	57	1953.003			

*Significant difference at the 0.05 level of probability.

As evidenced by Table 11, the F value recorded was 5.073 with an F probability of 0.027. To be significant at the 0.05 level, the F value would have to be 4.01 or greater. Therefore, it was concluded that a significant difference existed, based on the Attitude Scale scores, in the Vocational Maturity of the tested participants in the Sylacauga Exemplary Project at the 0.05 level of probability. Thus the data indicates that the tested students were more vocationally mature after participating in the project and curriculum than they were upon entry into the project.

Table 12 illustrates the analysis of variance and associated statistics comparing the pre- and post-test deviation scores of the participants for the three years of program operation.

TABLE 12

AN ANALYSIS OF VARIANCE AND STATISTICS COMPARING THE PRE- AND POST-TEST DEVIATION SCORES OF 29 PARTICIPANTS OF THE SYLACAUGA EXEMPLARY PROJECT

Source of Variance	df	Sum of Squares	Mean Square	F Value	F Probability
Between Groups	1	0.845	0.845	0.338	0.568
Within Groups	56	140.000	2.500		
Total	57	140.845			

This deviation scale has 10 items, for which a total score of 10 is possible. This deviation scale, however, was hypothesized to measure a maladjustment factor. Therefore, the higher the score, the more the maladjustment of a person is hypothesized to be.

Table 10 records data indicating an increase in the mean deviation score from pre- and post-test for the program, indicating a slightly higher maladjustment on the post-test for the group taking these tests than was evident on the pre-test.

As Table 12 shows from the one-way analysis of variance, however, the differences are not significant. To be significant at the 0.05 level, the F value would have to be 4.01. Therefore, it was concluded that no significant differences existed, based on the Attitude Scale scores, in the deviation or maladjustment of the tested participants in the Sylacauga Exemplary Project.

Each participant in the Sylacauga Exemplary Project was provided a core program of academic learning experiences each day under the direction of a teacher-coordinator. All learning experiences generally related to the pupils work experiences. It was felt that the basic or compensatory education based on concrete problems faced by the pupil made a vital contribution to the success of the program. Most pupils were enrolled in a developmental or compensatory reading program one hour each day, a basic academic program one hour each day, health and physical education one hour each day, and occupational information one hour each day. This core program of academic learning experiences was to supplement the work sheltered experiences. The curriculum was provided in an attempt to assist the participants in developing basic understanding, skills, and abilities needed for job entry and/or continuing education in occupational areas in which the school district offers vocational instruction as well as an improvement in academic achievement.

The student participants in the Sylacauga Exemplary Program were expected to show the development of a higher level of academic achievement as measured by mean gains on the California Test of Basic Skills and on the California Achievement Test.

This objective was to be evaluated by determining whether students exposed to the curriculum showed a substantial increase in academic achievement as indicated by teacher-coordinator evaluation and pre-test, post-test gain on the California Achievement Tests and the California Basic Skills Test.

The reliability co-efficient for the total battery is 0.98, with a grade placement standard error of measurement of 0.2, and a standard deviation of 1.5. The California Achievement Test was reportedly given as a pre-test to 56 student participants during the first year of operation of the Sylacauga Exemplary Program. These 56 students did not receive the post-test California Achievement Test nor was any other student reported as having been administered the California Achievement Test.

The California Basic Skills Test was reportedly administered to 57 student participants during the second year of operation. This was the only group that was reported as having received both pre-test and post-test scoring on the California Basic Skills Test.

Table 13 shows the pre-test, post-test means and standard deviations of total scores on the California Basic Skills Tests of 57 participants of the program for the second year of operation. It is observed from this table that all reported areas on the California Basic Skills Test showed mean gains. These 57 student participants exhibited a mean gain of 1.060 grade level on the Reading Area, a mean gain of 0.926 grade level on the Arithmetic Area, a mean gain of 0.998 grade level on the Language Area, and a mean gain of 1.042 grade level on the total California Basic Skills Test.

Table 14 presents the results of a one-way analysis of variance and associated statistics comparing the pre- and post-test scores on the California Basic Skills Test of 57 student participants for the three years of program operation.

As noted from Table 13, a gain was recorded in all areas of the California Basic Skills Test.

The one-way analysis of variance revealed significant gains from pre- to post-test when used on the reading, language, arithmetic and total scores of the California Basic Skills Test of the program for the three years of operation.

TABLE 13

PRE-TEST, POST-TEST MEANS AND STANDARD DEVIATIONS OF SCORES ON THE CALIFORNIA BASIC SKILLS TESTS AS REPORTED FOR 57 PARTICIPANTS OF THE SYLACAUGA EXEMPLARY PROGRAM FOR THE SECOND YEAR OF OPERATION

Tests	Number Participants Tested	Pre-Test		Post-Test	
		Mean	Standard Deviation	Mean	Standard Deviation
Reading	57	3.561	1.223	4.621	1.163
Arithmetic	57	4.035	0.907	4.961	1.209
Language	57	3.426	1.235	4.426	1.567
TOTAL	57	3.625	0.864	4.667	1.188

TABLE 14

ANALYSIS OF VARIANCE AND STATISTICS COMPARING THE PRE- AND POST-TEST SCORES ON THE CALIFORNIA BASIC SKILLS TESTS OF THE SYLACAUGA EXEMPLARY PROGRAM FOR THE THREE YEARS OF OPERATION

Test Area	Number Tested	Source of Variance	df	Sum of Squares	Mean Square	F Value	F Probability
Reading	57	Between	1	32.002	32.002	22.471*	0.000
		Within	112	159.078	1.424		
Arithmetic	57	Between	1	24.455	24.455	21.414*	0.000
		Within	112	127.908	1.142		
Language	57	Between	1	28.400	28.400	14.269*	0.001
		Within	112	222.923	1.990		
TOTAL	57	Between	1	30.951	30.951	28.670*	0.000
		Within	112	120.911	1.080		

*Significant difference at the 0.01 level of probability.

To be significant at the 0.01 level, the F value had to be 6.87 or larger for 1 degree-of-freedom between groups and 112 degree-of-freedom within groups. All F values are greater than 6.87, therefore, the mean gain increases recorded on the California Basic Skills Test for Reading, Arithmetic, Language and Total are significant at the 0.01 level.

The Gates-MacGinitie Reading Test was administered to 42 of 89 student participants of the Sylacauga Exemplary Program, both as a pre-test and as a post-test. These 42 students were classified as being in the 7, 8, 9, 10, or 11 grades at time of post-testing with the Gates-MacGinitie Reading Test in May 1973. Some of these students were in the program from 1 year to 3 years. Not all students received the pre-test in the same year. Some were reported to have received the Gates-MacGinitie Reading Pre-Test in September 1970, some in September 1971, and some in September 1972.

Table 15 illustrates pre-test, post-test, standard deviations and mean gains for the five grades. Those in the eleventh grade exhibited the greatest increase in mean gain, 3.759. This may have been due to the exposure of these participants to a more favorable curriculum during the three academic years (September 1970 to May 1973) elapsing between pre-testing and post-testing with the Gates-MacGinitie Reading Test.

Table 16 illustrates the two-tailed t-test comparison of the pre-test and post-test means of the Gates-MacGinitie Reading Test administered to 42 participants of the Sylacauga Exemplary Project. It is observed that of the five groups, group 8 and 10 show a significance approaching the 0.05 level and only the mean gains of group 11 is significant at the 0.05 level.

TABLE 15

PRE-TEST, POST-TEST MEANS, STANDARD DEVIATION, AND MEAN GAINS OF THE GATES-MACGINITIE READING TEST BY GRADE AT TIME OF POST-TEST AS REPORTED FOR 42 PARTICIPANTS OF THE SYLACAUGA EXEMPLARY PROJECT

Grade at Time of Post-Test	Number of Participants	Reading Level Scores				Mean Gains
		Pre-Test		Post-Test		
		Mean	S.D.	Mean	S.D.	
7	4	4.275	0.340	5.000	1.534	+0.725
8	8	3.863	0.780	4.938	1.204	+1.075
9	8	3.200	0.366	3.738	0.850	+0.538
10	10	4.770	1.378	6.190	1.659	+1.420
11	12	3.283	0.895	7.042	1.913	+3.759
TOTAL	42	3.826	1.080	5.614	1.903	+1.788

TABLE 16

TWO-TAILED T-TEST COMPARISON OF THE PRE-TEST AND POST-TEST GATES-MACGINITIE READING TEST MEANS BY GRADE AT TIME OF POST-TEST AS REPORTED FOR 42 PARTICIPANTS OF THE SYLACAUGA EXEMPLARY PROJECT

Grade at Time of Post-Test	Number of Participants	Variance Estimate		
		t Value	Degree-of Freedom	2-Tailed Probability
7	4	0.92	6	0.392
8	8	2.12	14	0.052
9	8	1.64	14	0.123
10	10	2.08	18	0.052
11	12	6.16*	22	0.000
TOTAL	42	5.30*	82	0.000

*Significant difference at the 0.05 level of probability.

Table 17 illustrates the pre- and post-test means, standard deviations and mean gains of 42 participants in the Sylacauga Exemplary Project arranged by length of time in academic years between pre- and post-test administration of the Gates-MacGinitie Reading Test. It is observed from Table 18 that the mean gain reading level of all three groups is significant at the 0.05 level.

If it can be assumed that these 42 participants had progressed gradewise yearly without failure, then, based on the Gates-MacGinitie Reading Test, each participant had at time of pre-test an average yearly mean gain of 0.454 reading levels per year of school attendance. Those same 42 participants exhibited an average yearly gain of 0.766 reading levels per year of school attendance during their participation in the Sylacauga Exemplary Project.

TABLE 17

PRE-TEST, POST-TEST MEANS, STANDARD DEVIATIONS, AND MEAN GAINS OF THE GATES-MACGINITIE READING TEST BY LENGTH OF TIME BETWEEN PRE-TEST AND POST-TEST ADMINISTRATION AS REPORTED FOR 42 PARTICIPANTS OF THE SYLACAUGA EXEMPLARY PROJECT

Length (in academic years) Between Pre- and Post-Test	Number of Participants	Reading Level Scores				
		Pre-Test		Post-Test		Mean Gain
		Mean	S.D.	Mean	S.D.	
1	12	4.000	0.678	4.958	1.251	+0.958
2	4	3.275	0.263	3.925	0.443	+0.650
3	26	3.831	1.281	6.177	2.057	+2.346

TABLE 18

TWO-TAILED T-TEST COMPARISON OF THE PRE-TEST AND POST-TEST GATES-MACGINITIE READING TEST MEANS BY LENGTH OF TIME BETWEEN PRE-TEST AND POST-TEST ADMINISTRATION AS REPORTED FOR 42 PARTICIPANTS OF THE SYLACAUGA EXEMPLARY PROJECT

Length of Time (in academic years) Between Pre- and Post-Test	Number of Participants	Variance Estimate		
		t Value	Degree-of Freedom	2-Tailed Probability
1	12	2.33*	22	0.029
2	4	2.53*	6	0.045
3	26	4.94*	50	0.000

*Significant difference at the 0.05 level of probability.

It is interesting to note that the item questions of the Attitude Test developed by Crites were written so that they could be read and understood by children in the fifth and sixth grades. The reading difficulty level for these item questions was established at 5.9595 in grade units, as calculated by the Dale and Chall formula (Crites, 6) for predicting readability.

The Gates-MacGinitie Reading Test was administered to 42 of the 89 participants in the Sylacauga Exemplary Program. These 42 students were in the program from one to three years. The average reading level as measured by the Gates-MacGinitie Reading Test was 5.614. Of the 42 students to whom the Gates-MacGinitie Reading Test was administered, 23 also received the Crites test "Measurement of Vocational Maturity in Adolescence: 1. Attitude Test of Vocational Development Inventory". It is interesting to note that the reading level for these 23 participants to whom both tests were administered was only 5.100 on the Gates-MacGinitie Post-Test. As noted previously, the reading difficulty level for the Crites test was calculated to be 5.9595. This may indicate that the reading level of this test was such that it was too difficult for the students to fully comprehend what each item question was asking. This reading difficulty may have been a major factor in the students scoring below the norms established by Crites for fifth grade students (Crites, 6) on the Attitude Test.

This reading difficulty is further evidenced by those students to whom the California Basic Skills Test was administered. Fifty-seven students had an average reading level of 4.621 on the post-test scores. Nineteen of these students were also administered the Crites test "Measurement of Vocational Maturity in Adolescence: 1. Attitude Test of Vocational Development Inventory". The reading level of these 19 students was 4.347 as measured by the California Basic Skills Test. This further substantiates the probability that the reading difficulty level of the Crites test may have been a major factor in these students scoring below the norms for fifth grade students on the Attitude Test as established by Crites.

In review, the evaluators feel that the curriculum developed by the teacher-coordinators for use in the Sylacauga Exemplary Project demonstrated much success with these students. It is felt that the basic or compensatory education core program utilizing individualized instruction and supplementary reading instruction coupled with vocational orientation, information, and work experience activities greatly contributed to the overall success of the project. Thirty-eight teaching units were developed for low-achieving students and included materials with a low reading age level and were well illustrated with pictures and drawings.

These 38 teaching units included:

A. Eleven units designed to aid self-concept and attitude development

B. Six units on improving communication skills; speaking, reading, writing, listening and related occupational information

C. Four units utilizing related mathematics in related occupational areas

D. One unit on Good Citizenship

E. Three units in Groundskeeping and Landscaping

F. Five units in Custodial, Janitorial and Maintenance Services

G. Seven units in the Food Service Area

H. Three units in Domestic Services--Child Care

The evaluators further concluded that the participants did show the development of a higher level of academic achievement as measured by mean gains on the California Basic Skills Test and the Gates-MacGinitie Reading Test. It is felt that this positive rate-of-change in learning was a direct result of the more favorable curriculum that was developed for these low achieving students and the close contact these students had with the teacher-coordinators (many times one-to-one) and the other teachers who cooperated closely with the participants in the project. The evaluators feel that this component of the project did contribute greatly to the development of basic skills and abilities needed for job entry and/or continuing education for students with special needs in vocational education.

Reporting Findings

The analysis of process and product information related to each project objective led to the following findings:

1. Based on the data reported (data reports were not complete), the evaluators concluded that a majority of the students who were exposed to the program were making realistic occupational choices. It was also felt that while student counseling services were provided that assisted most students in appraising their current interest, aptitudes, skills, and personalities in relation to occupational preferences, that some students did not receive adequate professional counseling services.

2. In areas outlined in the proposal, an occupational information program was conducted to acquaint students with economic and organizational structures, occupational relationships, and other related occupational information pertaining to the occupational fields.

3. Based on the Attitude Test of the Vocational Development Inventory* (Appendix I) students who were exposed to the sheltered work experience vocational curriculum (Sylacauga Exemplary Project) did exhibit greater vocational maturity after program participation than they had upon program entry. The evaluators hypothesize that the exposure to the following program activities contributed to this success: (1) Interest Test (Kuder) and Aptitude Test (GATB); (2) group and individual counseling sessions relating these test batteries to self and the world of work; (3) occupational information being provided in the curriculum; (4) exposure to more resource people from the world of work; (5) exposure to more group and individual counseling sessions; and (6) actual supervised work experience.

4. A well developed compensatory instructional program in basic communications and mathematics skills was utilized as much as possible to focus instruction on the information deemed necessary to perform satisfactorily in the chosen occupational areas. The evaluators feel that the compensatory education component of the project did contribute greatly to the development of basic skills and abilities needed for job entry and/or continuing education for vocational students with special needs in their vocational programs.

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*Crites, John O. "Measurement of Vocational Maturity in Adolescence-Attitude Test of the Vocational Development Inventory", Psychological Monographs-General and Applied, (Washington, D.C.: The American Psychological Association, Inc., 1965), Vol. LXXIX, No. 2, pp. 35-36.

5. The project director and all school administrators reported there was a dramatic improvement in the rate of school attendance by students upon program entry. The average number of days absent for project participants decreased for each year of operation over the previous year. The evaluators hypothesize that this decrease in student absences was a direct result of the specially designed curriculum for low achieving students which stressed individualized courses of study and coordinated work experience activities.

6. The evaluators feel that the test batteries, the interest inventory (Kuder), the personality test (16 P-F Short Form) and the aptitude test (GATB) acted as real interest-getters and motivators for self appraisal, and as a point of departure for entering into discussion of the world of work and occupational preferences.

7. Based on the California Basic Skills Test and the Gates-MacGinitie Reading Test, the academic achievement of the students exposed to the sheltered work-experience vocational curriculum did exhibit a higher rate of learning achievement per year than the students had exhibited prior to program entry. Fifty-seven students exhibited better than one year grade level of improvement on the California Basic Skills Test for a one year test period. Forty-two students tested over a one to three year academic period exhibited a better than 60% rate of gain per year in reading ability as measured by the Gates-MacGinitie Reading Test compared to their average rate of gain in reading prior to program entry. The evaluators felt that this positive rate-of-change in learning was a direct result of the more favorable curriculum that was developed for these low-achieving students and the close contact these students had with the teacher-coordinators and other teachers who cooperated closely with the participants in the project. The evaluators also felt that this component of the project did contribute greatly to the development of basic skills and abilities needed for job entry and/or continuing education for students with special needs in vocational education.

8. Thirty-four students reportedly earned $40,788.57 during three years or program operation. This was an average earning of $1,199.66 per student participant reported, or, on a yearly basis these 34 students were indicated to have earned $513.45 per year. The ability of a student in this age group to obtain and hold a job for some length of time did have a positive effect on the students self-concept and his status in his peer group. These part-time jobs also permitted the participants to broaden their concepts of the skills and abilities needed in the world of work and also utilize their own.

9. The administrators and the Sylacauga School Board has deemed the Sylacauga Exemplary Project so successful in helping meet the needs of low achieving students that it has been continued in almost its entirety for a fourth year of operation at the total expense of the local school system.

The evaluators concluded that the Sylacauga Exemplary Project, "A Sheltered Work Experience Centered Vocational Curriculum for Low Achieving Students" demonstrated much success in carrying out and achieving Objective 1 and Objective 2, which are:

(1) providing student counseling services necessary to assist students in appraising their current interest, aptitudes, skills and personalities in relation to occupational preference, (Objective 1) and

(2) providing a sheltered work experience vocational curriculum for youth and following through with vocational counseling services necessary to assist students in selecting and developing entry level skills for occupations commensurate with their abilities, interest, and aptitudes. (Objective 2).

It is felt that almost all "Special Education" programs should seriously consider orienting many of their programs toward this approach. It is also felt that any group attempting to deal with educationally and/or disadvantaged youth should seriously consider adapting their programs toward the approaches demonstrated successfully in the Sylacauga Alabama Vocational Exemplary Project.

Recommendations

On the basis of the success demonstrated and other related discussions of this report with regard to the Sylacauga, Alabama, Exemplary Project, "A Sheltered Work Experience Centered Curriculum for Low Achieving Students"; the following recommendations were made by the evaluators:

1. The program should be retained in the Sylacauga City School System.
2. The State Department of Education and other local systems throughout the state and nation should consider utilizing this type program for all their educationally and/or socio-economically disadvantaged youth. Decision-makers in Special Education should seriously consider orienting many of their programs toward the approach used in this project.
3. Further curriculum development should be undertaken to focus the basic math and communication skills toward the experiences in the part-time jobs and the on-campus sheltered work-experience stations.
4. Reading materials should be developed for each student's particular reading level and should be meaningfully related to the world of work. The "See Spot Run" reading materials for these older students is somewhat degrading to them and should be omitted.
5. Vocational interest tests, personality tests, and aptitude tests should be utilized as a point of departure for entering discussion of the world of work.
6. More indepth in-service education should be provided the non-professional work station supervisors. These workshops should concentrate primarily on two things, (1) problems in dealing with these "special" students and (2) how to teach the vocational skills associated with the work station to these "special" students.
7. Once serious behavior problems are checked, every effort should be made to place a student in a part-time job in the community under supervision of the teacher-coordinator. These part-time jobs appeared to have a direct influence in motivating students to stay in school.
8. It is almost necessary to go to an individualized instructional approach in managing learning situations for these "special" students. Backgrounds, interests, reading levels, and aptitudes are so varied that teaching for the "average" student would have no meaning.

9. It appears that the real key to success in a program of this type is the teacher. Therefore, every effort needs to be made to recruit teachers who really have an interest and desire to help students of this type.

10. Outside consultant help should be utilized at the beginning of a program of this type. It appears that this is essential for better staff orientation and motivation.

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The Sylacauga, Alabama, Exemplary Project, "A Sheltered Work Experience Centered Vocational Curriculum for Low Achieving Students", demonstrated much success in providing instruction and dealing with problems of educational and/or socio-economically deprived youth in the school system. The project acted as a pilot demonstration project, for dealing with "special" students, for other school systems to observe.

The process of providing basic compensatory math and communication skills centering around the students' part-time job or sheltered work station did motivate students to learn. The students, for the year tested, demonstrated more than a grade level of growth which was deemed excellent for these special students.

More relevant instruction, a slower academic pace, hands-on work experience, actual job responsibility, association with peer groups, and teachers who really care are hypothesized to have contributed to the great reduction in the rate of absenteeism and dropout rate for these "special" students.

Even though additional work needs to be done in the counseling phase of the project, the project staff feels that a meaningful guidance and counseling program has been initiated, as a direct result of the project, that will greatly assist these "special" students in appraising their current interest, aptitudes, and personalities in relation to the world of work. It is felt that the test batteries administered; the interest inventory (Kuder), the aptitude test (GATB), and the personality inventory

(16 P-F Short Form), (even though reading levels were a little different) assisted greatly in this endeavor. The test batteries along with individual and group counseling sessions appeared to stimulate and motivate students to realistically appraise themselves in relation to the world of work.

It was found by project personnel that the part-time jobs and sheltered work stations contributed greatly to the positive attitude change and self-concept development of students in the project. The sheltered work stations proved to be status symbols for which students competed. The part-time jobs, as well as being a status symbol, provided money for students to attend school functions and assisted them in the purchase of clothes to improve their personal appearance. Once these students were able to dress in the style of many of the other students in school, a real difference could be observed in how they viewed themselves. Even though the sheltered work stations were status symbols for these "special" students, it appeared to work much better if students were placed in work stations throughout the school system away from their own school.

It was also concluded that many of the non-professional personnel working in the school system could be utilized effectively to teach job entry level skills to these "special" students. However, it is essential to properly orient and train these persons at the very beginning of the program to deal with many problems faced by these students. It is also necessary to have periodic in-service sessions with these non-professionals to assist them in ironing out problems and making them feel a part of the program.

Adequate lead time is essential for planning and instructional material development before implementation of the program. Being able to meaningfully involve these "special" students at the very beginning is essential if positive attitudes are to be developed. The students' first impressions are many times lasting impressions.

At the beginning of a program of this type, teacher-coordinators tend to feel they are not accomplishing much with these students and tend to become disheartened because they cannot really observe student progress. Outside consultants could be a big asset in helping to keep the teacher-coordinators motivated.

Based on the significant findings of the third party evaluators and conclusions drawn by the project staff and school administrators, it was concluded that the project demonstrated much success in:

(1) providing student counseling services necessary to assist students in appraising their current interest, aptitudes, skills and personalities in relation to occupational preference, (Objective 1) and

(2) providing a sheltered work experience vocational curriculum for youth and following through with vocational counseling services necessary to assist students in selecting and developing entry level skills for occupations commensurate with their abilities, interest, and aptitudes. (Objective 2).

The project was deemed so successful by the project staff and school administrators that the project for the next year is being supported in its entirety almost totally through local funds.

It is felt that almost all "Special Education" programs should seriously consider orienting many of their programs toward this approach. It is also felt that any group attempting to deal with educationally and/or disadvantaged youth should seriously consider adapting their programs toward the approaches demonstrated successfully in the Sylacauga Alabama Vocational Exemplary Project.

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APPENDIX A

EVALUATION DATA MATRIX FOR SYLACAUGA'S VOCATIONAL EXEMPLARY PROGRAM

Page ____ of ____ Pages

EVALUATION DATA MATRIX #1

1	2-4	5	6	7	8-9	10-11	12-14	15-16
					Gallington Instrument			
Name of Student	Student Number	Race Classification*	Teacher-Coordinator Assignment**	Type Handicap ***	Total Score	Weighted Score for Grade Retardation	Weighted Score Days Absent from School	Weighted Score Economic Status

*Code: 1-White; 2-Non-White

**See attached teacher coordinator vita sheet for code.

***Code: 1-None; 2-Physical; 3-Mental (psychologically tested); 4-Physical and Mental

Page ____ of ____ Pages

EVALUATION DATA MATRIX #2

I	2-4	17-18	19-20	21-22	23-24
Name of Student	Student Number	Pre-Test Scores on Vocational Development Inventory		Pre-Attitude Measurement	Pre-Self Concept Measurement
		Maturity	Develop-ment		

School Year: ________________

Page ___ of ___ Pages

EVALUATION DATA MATRIX #3

1	2-4	25-27	28-29	30	31-32	33-34	35-36	37-38	39-40	41-42	43-44	45-46	47-48	49-50	51-52	53-54
Name of Student	Student Number	No. of days absen to date this year	Program of Study Area*	Expressed Parents Attitudes Toward Program**	Series of Basic Skills Tests											
					First Administration Form _____				Second Administration Form _____				Third Administration Form _____			
					Part-___	Part-___	Part-___	Part-___	Part-___	Part-___	Part-___	Part-___	Part-___	Part-___	Part-___	Part-___

*See attached sheet for program of study codes.

**Code: 1-no expression; 2-favorable attitude; 3-unfavorable attitude expression

EVALUATION DATA MATRIX #4

1	2-4	54	55-56	57-58	59-60	61-62	63-64	65-66	67-68	69-71	72-74
		Termination Classification			Post-Test Scores on Vocational Development Inventory				Employment Data		
Name of Student	Student Number	Type Terminee*	Reason for Termination**	Total Number Months Enrolled In Program	Maturity	Development	Post-Attitude Measurement	Post Self-Concept Measurement	Degree***	Job Satisfaction Score	Job Satisfactoriness Score

*Code: 1-Completed program; 2-dropout

**Code: 1-completion. See attachment for additional code designations.

***Code: 1-Seeking Employment; 2-Not Seeking Employment; 3-Working Full-Time Related to Program of Study; 4-Working Full-Time Not Related to Program of Study; 5-School Full-Time Related to Program of Study; 6-School Full-Time Not Related to Program of Study; 7-Working Part-Time Related to Program of Study; 8-Working Part-Time Not Related to Program of Study; 9-School Part-Time Related to Program of Study; 10-School Part-Time Not Related to Program of Study.

APPENDIX B

NEWSPAPER ARTICLES

PAGES 116-130 OF THIS DOCUMENT [redacted] S[redacted]-WOULD NOT REPRODUCE IN MICROFICHE.

APPENDIX C

RESPONSES FROM SUPERINTENDENT OF EDUCATION TO PERTINENT QUESTIONS CONCERNING THE SYLACAUGA EXEMPLARY PROJECT

RESPONSES FROM SUPERINTENDENT OF EDUCATION
TO PERTINENT QUESTIONS
CONCERNING THE SYLACAUGA EXEMPLARY PROJECT

Question:

1. How do you feel about the total Exemplary Project in Sylacauga? (Please note strengths and weaknesses).

Answer:

I am convinced that this program is the best thing that we have tried for the type pupil for which it was designed.

Strengths:

1. Allows pupil to work at something which he can have some measure of success.
2. Builds a better self-image for the pupil.
3. Gives him an opportunity to be an active member of the student body as he stays eligible for extra-curricular activities.
4. Allows the pupil to proceed through school and receive a high school diploma.
5. Gives the pupil training so that he may become a valuable member of the community.
6. Relieves the regular classroom teacher of such a wide span of abilities in his class

Weakness:

The greatest weakness is to get teachers and and proper supervising work experiences of the pupil to realize the importance of such a program to the pupil.

Question:

2. If you were initiating this project again, what changes would you make?

Answer:

1. I would spend more time training teachers the philosophy and importance of this type program

2. I would organize materials to work with at an earlier time than we did in the beginning

3. I would attempt to place some of the pupils with business people in town

Question:

3. What phases of the Exemplary Project do you feel will remain in the school system after the project has ended as such?

Answer:

We hope to continue the entire project as it now operates. It will be financed from a different source.

Question:

4. How do you feel the Exemplary Project was accepted by the community, parents, teachers, and students?

Answer: Generally speaking, very good

APPENDIX D

RESPONSES FROM PROJECT COORDINATOR TO PERTINENT QUESTIONS CONCERNING THE SYLACAUGA EXEMPLARY PROJECT

RESPONSES FROM PROJECT COORDINATOR
TO PERTINENT QUESTIONS
CONCERNING THE SYLACAUGA EXEMPLARY PROJECT

Question:

1. If you were initiating the project again, what changes would you make?

Answer:

a. Provide a five day workshop each summer for teacher-coordinators using consultants in areas that they feel they need help in.

b. Additional in-service training during the regular school term. Provide time to develop curriculum units. A substitute could be used once or twice a month to free teachers to write units if funds are available to pay the substitute.

c. Provide in-service training for work experience supervisors.

Question:

2. Please identify the strengths and weaknesses of the Exemplary Project in Sylacauga.

Answer:

Strengths -

a. The superintendent and principals are sold on the program.

b. Excellent teacher-coordinators that relate to the low-achieving student.

c. Classroom teachers cooperate by providing suggestions and materials.

d. Some students are enrolled in reading, home economics and industrial art classes. All students participate in health and physical education.

e. The program has allowed students to participate in sports where they failed in the regular program and were not eligible.

f. Some of the students are transported to work experience stations away from the school they attend. This provides additional work stations for students and helps develop a better self-concept in the student by working away from his peers.

g. Excellent Vocational Guidance Counselor.

h. Students have experienced success for the first time since participating in this program.

i. Helps to eliminate racial difficulties during intergration process.

Weaknesses -

a. Work station supervisors need in-service training.

b. Closer supervision of students at work stations by teacher-coordinators.

c. Lack of understanding of the type students in the program by work station supervisors.

d. Continue to work with students on self-concept and attitude development, stressing pride and initiative in their work.

e. Continue to try to involve parents in the program.

f. Many skills were not developed because of lack of funds to purchase equipment and provide laboratory facilities.

g. Finding an available norm test for the socio-economically deprived student- both achievement and aptitude.

Question:

3. What specific points do you feel have made the Sylacauga Project a successful one?

Answer:

a. A well-planned project.

b. Realistic objectives.

c. The cooperation of all school personnel.

d. Good teacher-coordinators.

e. A continuing evaluation of the project by personnel from the Occupational Research and Development Unit at Auburn University.

f. Consultants at the workshop and during the school year.

Question:

4. How do you feel the project was accepted by the community, parents, teachers and students?

Answer:

a. The project was well accepted by the community.

   1. Three newspapers helped disseminate the project with featured news articles and pictures.

   2. Industry and stores have employed students.

   3. Civic clubs have made donations to buy shrubbery.

b. Parents have given their approval of the program.

c. Teachers have cooperated with suggestions and materials. They especially like having these slow learners out of the regular classroom.

d. The VEP students have experienced success for the first time. Their attitude toward school is better. Most of the students appreciate the project.

Question:

5. Do you feel that any phases of the Exemplary Project will be continued in the system after the project funds are exhausted? Why or why not?

The Sylacauga City Board of Education plans to continue the project as it operates now. It will be financed from other funds.

Question:

6. What do you feel was the most important thing to come out of the Sylacauga Exemplary Project and why? (Consider elementary, junior high school and high school components either collectively or individually in your comments.)

Answer:

The project has enabled this school system to meet the needs of a group of students who were receiving only minimal benefits from the regular program. It has retained dropout-prone students in the instructional program at East Highland Junior High School and at Sylacauga High School. They have been provided work experiences where they have developed salable employment skills and have part-time jobs.

APPENDIX E

RESPONSES FROM GUIDANCE COUNSELOR TO PERTINENT QUESTIONS CONCERNING THE SYLACAUGA EXEMPLARY PROJECT

RESPONSES FROM GUIDANCE COUNSELOR
TO PERTINENT QUESTIONS
CONCERNING THE SYLACAUGA EXEMPLARY PROJECT

Question :

1. How do you feel the Exemplary Project was accepted by students, teachers and parents in your school?

Answer:

The project was accepted by the student very well. Teachers were hired and at the end of the first year one teacher was replaced. This team of teachers accepted the responsibility and under the excellent leadership of Mrs. Dickson, the director have had two outstanding years with program success. The parents of all the students that entered the program were visited by the teacher-coordinator. Their reports were excellent response on acceptance of the program. One or two student were refered to Voc. Rehab. as a results of the program. I, personally, think the program has be well accepted by everyone concerned.

Question:

2. Do you feel that the tests administered to students by you or your office were beneficial to the students? Why or why not? (Please note any difficulties you had in administering and interpreting the tests).

Answer:

Self-concept and attitude test proved to provide valuable information, but the test such as; The Cal. Achievement Battery and the D.A.T. were of little value because of the culture loaded character and the ~~in abl~~ inability to read on the part of the student who was both socio and economily handicapped. We tried reading the test to the student but with little success. The Interest Inventory was the same way. Testing is very difficult with this type student. I would recomment ~~were~~ whenever possible an individual test be given.

Question:

3. From a counselor's point of view, what do you feel are the strengths and weaknesses of the Exemplary Project?

Answer:

Strengths:

Attitude change and development.
Better attendance.
Fewer disciplinary problems.
Worked or blended better with peer group.
Achieved on their own level.
Prevented "drop-out".

Weakness:

From observation, better training stations in some cases.
Material developed on their level
Test developed for socio-economilly handicapped.
Some labortory experiences for these students before going into a training station.
Career Awareness - of the careers they might achieve in.

APPENDIX F

RESPONSES FROM VOCATIONAL ADVISORY COMMITTEE TO PERTINENT QUESTIONS CONCERNING THE SYLACAUGA EXEMPLARY PROJECT

RESPONSES FROM VOCATIONAL ADVISORY COMMITTEE
TO PERTINENT QUESTIONS
CONCERNING THE SYLACAUGA EXEMPLARY PROJECT

Question:

1. Please comment on the extent of your participation in the Sylacauga Exemplary Project and on the strengths and weaknesses of the project.

Member response:

I did not participate in the project as much as I should have. The intent of the project was outstanding; that of introducing poor academic students to the world of work. I think that the project has been quite successful in accomplishing that goal.

Member response:

My participation as a member of the Advisory Committee has been limited. Many times when there was a meeting I had a conflict, but I was kept informed on the activities.

I believe the main strength of the program is reaching students who might otherwise drop out of school completely or be a disciplinary problem. The students are being trained and attention shown to them.

A possible weakness in the program in that it could be expanded to reach more students if more teachers, fund and space were available. The community needs to help more and take a more active part especially with potential employers.

Member response:

Served on the Advisory Committee as Employer Representative

The program placed the student in an area where he could experience success. It also helped to prepare him for a future occupation where he could contribute to his own well being and to society.

One area of possible weakness may be the limited areas for work experience and job development.

Member response:

Generally Speaking I think the program has been very good

Question:

2. If the project was being refunded or implemented as a new project, what suggestions would you make for improving the project?

Member response:

1. Keep the program in a school setting, directly related to school as it has been done. Perhaps a few other areas of training could be added - introduction to some phases of textile work - service station work - Helpers on construction work.

Member response:

In a project of this type you need more funds to carry out the program. If you have the proper funds then your other problems are solved for the most part, such as teachers, space and employee help.

Member response:

Possible expansion of work areas for experience and establishment of additional classes.

Member response:

1. It would help if the work station Could know when students are absent. The work saved for them Could be worked in better by the janitor..

2. I think the teacher should visit the work stations often to actually see what student are doing.

3. Continue trying to get students to take more pride in their work.

4. Should Continue trying to impress upon the students the importance of being on the job every day.

Question:

3. Please comment on the relative impact you feel the project has had on the students involved, their parents, the school and other teachers and students not directly involved in the project.

Member response:

The project has kept many young students in school that otherwise would have been 'drop-outs'. They have been taught academic work as it relates to their work. In this way, academic work has taken on a new meaning for the student. Many of the students have earned some of their own 'spending money' for the first time in their life.

Member response:

The students have been given a sense of pride and identity. They have found something they can do and feel a sense of accomplishment.

The above could also be said of the parents of the children involved. Most parents want the best for their children and want them to have self-pride and a feeling of accomplishment. The parents then feel they are also a part of the school and the community.

Most teachers should be happy many of their students can get the individual attention they might not otherwise receive. This should help the other students to progress and move much faster and not be slowed by one or two slow students. The situation of placing the student in special training should help all involved; student, teacher and school.

Member response:

Students were placed where they could succeed and have a feeling of accomplishment; the student drop-out rate reduced by keeping the student in school and also at home. It freed the teachers of academic subjects to teach those who can learn in the regular school program.

Member response:

My Janitor said that they did a good job inside, but did not want to work outside.

APPENDIX G

RESPONSES FROM PRINCIPALS
TO PERTINENT QUESTIONS
CONCERNING THE SYLACAUGA EXEMPLARY PROJECT

RESPONSES FROM PRINCIPALS
TO PERTINENT QUESTIONS
CONCERNING THE SYLACAUGA EXEMPLARY PROJECT

Question:

1. Please comment on the strengths and weaknesses of the Sylacauga Exemplary Project in relation to those students in the project and their work in your school.

Principal comment:

The Sylacauga Exemplary Project has been a tremendous help in meeting the needs of the students ("on the job") who participated in the program.

Strengths

. The exemplary Project dealt with the fundamentals of the world of work. The "on the job" aspect is one of its greatest assets.

2. It encouraged preparatory training for gainful employment later on in the student's career.

3. Students are encouraged to pursue the educational curriculum that will contribute most in helping the student achieve his own goals.

4. Maximum attention was given to acquainting students, and their parents, with information about occupational careers which are open and available to them.

Weaknesses

1. The program should include over-age elementary pupils as well as junior and senior high school pupils.

2. More business and professional people should be involved in program planning and program evaluation.
3. **More counseling should have been provided by a trained person in this area.**

Principal comments:

Strength –

The program has many strenghs among which are the following:

1. The students are given the opportunity to work at their own rate of speed. Many times they are working on academic materials that they themselves have chosen.
2. The student starts where he is regardless to what grade level his test place him. The teachers assigns materials at the level that the student can achieve. A [illegible] will be working often times on [illegible] grade materials.
3. There is the opportunity for students to get acquainted with the world of work. They learn how to get along with supervisors and learn what is necessary for persons to do when they are employed in certain types of occupations.
4. The opportunity is provided for the students to relate what they learn in the classroom with what happens at the work stations.
5. The students develops a different self image because of the successes that they have encounted as they move

over over

up the academic ladder in speech improvement, improved writing experiences and the entire area of citizenship that relates itself to social studies

6. Many of these students have not made any marks except failures. The fact that they show progress in this program and they are complemented for this progress, regardless how little, serves as a built-in motivation that I don't believe that these students have had in their entire school life

7. These students receive more individual attention and are in contact with a teacher more than one period per day. This gives that teacher the opportunity to know more about these students because they operate in a relaxed situation

WEAKNESSES

1. More academic materials should be made available — units etc, (tapes prepared)
2. A greater use could be made of human resources in our community
3. A series of planned (well) field trips to businesses should be developed and compiled for their use.

Principal comment:

1. The 3 statements made in weakness give suggestions as to what can be done to improve the program.
2. If one of these students does a fairly good job in any one academic area, it would possibly be wise to let him take that class with other students who are not in the Vocational Exemplary Program. An Example – a child who does fairly in Math could take Math with a regular Class but his other subject with Program teacher.
3. More meetings of the project teachers to coordinate their effort and share ideas to take advantage of all exceptional & innovative activities that each is doing
4. Set up atleast 2 days at which time, parents of these students can visit the school and observe their children in their various classes activities

5. Develop a hand book (small) that can be used by teacher, student & work station supervisor to facilite thea activities. This would be a learning experience for children as they can read these items and discuss them in class as well as with the station supervisor. This would eliminate many mis - understandings as some times somea persons dont always remember that the project is for learning and development of young people and ~~not~~ the doing of the job is not the end result but a means to an end

Principal comment:

This program has been an asset to my program this year. The students working at Pinecrest have shown an interest in their work and have had some valuable experiences in the work area. J. C. Pilate and Barry Darby have both been valuable in the area of maintanance. Teresa Johnson has done an outstanding job in the food service work. I would like to see this program continue.

Some of the schools seem to have problems with the participants, but I believe most of them will do well with the proper supervision. I feel that there should not be too many working in one area at the same time.

Principal comment:

The program offers an opportunity for the students to stay in school and learn to do the various kinds of jobs for which they are suited. They learn jobs in food service, maintenance and landscaping. Schools receive benefits in that extra jobs are being done.

A weakness in the program is a lack of interest on the students part in what they are doing. After a supervisor shows the student how to do the job and leaves his side, the student sometimes just finds a place to sit down. Some of these students need constant supervision to keep them doing their work.

Question:

2. Please indicate any suggestions you have for improving this type of project?

Principal comment:

It would help if the school knew when a ~~worker~~ student is not in school. We save certain job for them to do each day, then if student is not in school it is about 10:15 before we know this and our janitor has to find the time to do the work they were supposed to do.

Also we could devote more time in their classroom, maybe, trying to impress upon them the importance of taking more pride in their work and how important it is sometimes to go a little beyond what is required.

Regular attendance should always stressed, not only in school, but on the job after they get out of school and begin to work on a regular job.

Principal comment:

I have been very pleased with the two students coming to Sylvan. As a general rule they have done what they were supposed to do. The students have been helpful to the school and I hope we have been able to give them something that will help them. I know this is what ~~is trying~~ should [illegible] be accomplished.

Principal comment:

It might improve if the coordinators for the students spent more time with them at their work stations. They need to do more than just check on them from time to time. Time needs to be spent and encouragement given. Pride in a job well-done must be devlloped.

Principal comment:

1. Preparatory programs and basic vocational (career) education should be made available to younger students in order that they may profit to a greater degree from the specialized and advanced training to follow.

2. Over-age students in the lower grades (5-6) should be allowed to participate in the vocational type programs which offer reasonable success-expectations for them.

APPENDIX H

SAMPLE OF RESPONSES FROM WORK STATION SUPERVISORS TO PERTINENT QUESTIONS CONCERNING THE SYLACAUGA EXEMPLARY PROJECT

SAMPLE OF RESPONSES FROM WORK STATION SUPERVISORS
TO PERTINENT QUESTIONS
CONCERNING THE SYLACAUGA EXEMPLARY PROJECT

Question:

1. Please comment on the strengths and weaknesses of the Sylacauga Exemplary Project.

Supervisor comments:

I think th strength of th program to help keep people in school is great, and it should be stress to them that they should work on the job as people in the class room works. I think it would be a better program, if possible that they act like people in class act. It is to much horse play in these students.

Supervisor comments:

It has the potential to help those students who are not able or interested in regular classroom work.

2. The student participate can gain confidence in himself.

3. Student is not always suited for the job given.

Supervisor comments:

I think this is a very good program both for the students and the agency to which they are assigned. It gives special training to the student which, I hope, will assist them in obtaining future employment. It also gives the supervisor an opportunity to work closely with the students. It's interesting to watch the change in attitude and work performance when the students are given more responsibility.

The only weakness I've seen is that I have lacked the time to supervise the students properly.

Supervisor comments:

The Sylacauga Exemplary Project has been a tremendous help in meeting the needs of the students (on the job) who participated in the program. Work experiences have been the key to this whole program.

STRENGTHS

1. The exemplary program dealt with the fundamentals of the world of work. The [illegible] aspect is one of its greatest assets.

2. It encouraged preparatory training for gainful employment later on in the students' career.

3. Students are encouraged to pursue the educational curriculum that will contribute most in helping the students achieve their own goals

WEAKNESSES

1. The program should include over-age elementary pupils as well as junior and senior high school pupils.

2. More business and professional people should be involved in program planning and program evaluation.

Question:

2. As a work station sponsor, what suggestions would you make to improve the project?

Supervisor comments:

I would suggest that these students would visit other institutions inorder to gather more and better experiences.

Supervisor comments:

1. Have the project teacher come occasionally and observe the students at work.
2. Let us know at the first of the school year what students will be working with us and during what hours. Then allow us a day or two to talk with them and explain what will be required of them and have an understanding of their position from the very beginning.

Supervisor comments:

To improve this program, it would nice to have them every day. A place has been made for them. Because of sports practice and activities and suspended days from school they are absent quite a number of days. This leaves us with work to do and no one to do it. We are never notified in early morning that the boys are not coming to work. This is bad.

Supervisor comments:

1. Provision should be made so that participating students could spend longer than two hours at a given work-station.

2. Over-age students in the lower grades (5-6) should be allowed to participate the vocational-type programs which offer reasonable success-expectations for them.

Question:

3. Please comment on any particular problems you may have encountered in working with the program.

Supervisor comments:

My problems have been I can't get the People to do a good job, they just do enough to get by. They resent me telling them what to do. After 2 years they should not have to be told every day what to do. & what time if it is on the board.

Supervisor comments:

I did not encounter any problems while working with the program. The students were very cooperative and obedient.

Supervisor comments:

1. We have to many students here at one time.
2. Irregular attendance
3. Lack of punctuality
4. Lack of a real sense of responsibility to the center..
5. Students don't alway carry through with what they have been asked to do.

Supervisor comments:

Students do not look on this program as a part of the school work. They do not get any pay so they are not particularly interested in working. They should be made to realize they are not paid for classroom work either but they have to work. This seems like play to them. They will work if someone has time to stay right behind them. Fortunately I have had two agreeable students.

APPENDIX I

SAMPLE OF RESPONSES FROM TEACHERS TO PERTINENT QUESTIONS CONCERNING THE SYLACAUGA EXEMPLARY PROJECT

SAMPLE OF RESPONSES FROM TEACHERS
TO PERTINENT QUESTIONS
CONCERNING THE SYLACAUGA EXEMPLARY PROJECT

Question:

1. Please indicate what you feel are the main strengths and weaknesses of the Sylacauga Project.

Teacher comments:

Strength:

(1) The Sylacauga vocational project has given the students an opportunity to become mature, trained and learn entry level skills for employment.

(2) It helped the school system, in that the students were able to operate with students on their own level and didn't have to be "pushed" along with other students.

(3) The lunchrooms were able to operate with less help, therefore it helped financially.

Weaknesses:

1. Teacher co-ordinators, principals and supervisors were not ~~[illegible]~~ to get together on a satisfactory schedule of activities for the students.

2. One supervisor, in particular, did not have the right attitude toward working the students. When someone was around she would disturb the students, etc.

Teacher comments:

Main strengths of the program —

1. Students have not been absent as many days while enrolled in the program as they were before they were enrolled in the program.
2. More students have become employable because of training received in the classroom and at work stations.
3. Students have learned that they can do work with their hands and have a sense of pride the same as other students have pride because they can perform academically.

Main Weaknesses

1. Students attitudes toward work is very poor for students feel they should be paid in money but grades.
2. Students should not be working at the same station for 9 months and not at the school they are enrolled in.

Question:

2. What do you think the relative impact of the Exemplary Project has been in your school?

Teacher comments:

Very good.

Teacher comments:

The Exemplary Project in Sylacauga High School has been a great success. It could have been much better if a workshop had been planned at the beginning of the project.

Question:

3. How do you feel the project has been accepted by the community, parents, work sponsors and other teachers and students?

Teacher comments:

They all, at times, have seen Merits of the program. Work sponsors have problems but there are times that the students have been of great service.

Appreciate from civic and school personnel has been most encouraging to the students and Teachers.

Occasionally, regular students express desire to be in program.

Many teachers remark we need More such programs but that it takes patience to work with one.

Teacher comments:

Well accepted.

Question:

4. If you were beginning this project over again, what changes would you make?

Teacher comments:

If I were beginning this project over I would ;

#1- Have a orientation period or work shop for Co-ordinators, Principals and Work station supervisors and parents.

2. Plan a curriculum for each year work.

3. Set up a screening period for students and work from there.

Teacher comments:

I would request a planning session for all who would be involved in the program. A thorough study of the needs (student, materials, methods, procedures, etc.), the problems to be encountered, and the ways to meet and solve them in a reasonable manner.

In this way all would have a better understanding of the needs, problems, and see the necessity of working together to improve the program and help the students even more than in the past.

Question:

5. How do you feel about the use of field trips in acquainting students with the types of jobs found in a community?

Teacher comments:

This has been one of the most effective activities for these students. More curiosity has been sparked and they see a need for many workers in the community that have respectful work and a sense of pride in their being needed at their jobs. They get to talk to employees on their jobs.

Teacher comments:

To see the improvement in the attitude of the students toward school, themselves, one another, their responsibility to work, and to co-operate in work has been very gratifying to me.

Question:

6. Please discuss how you have involved resource people from business and industry in a specific area of responsibility and note how you feel these people have accepted the Exemplary Project.

Teacher comments:

We had a bank representative come and share his knowledge of banking. He introduced checking, banking, making loans, savings, and safety deposit box. Things that we had studied he made it come alive and more real.

We had a Department Store janitor come and tell about his jobs and tell how he liked it. He talked their language and communicated his feelings well. He made a good impression and expressed his appreciation for the Exemplary Project and said he wished he had that kind of help and guidance when he was in school.

We had a Fireman and a Policeman come and tell about their work and how they liked them. Also, to tell how one could prepare himself to enter these fields of service.

Teacher comments:

Mrs. Welch & Mr. Wofford and I all used the same resource people. They answered this one for us.

Question:

7. List and discuss new activities, teaching methods or procedures that you are now incorporating into your courses or programs as a result of the Exemplary Project.

Teacher comments:

Contract spelling

Students helping each other -

more games and small group interaction

Newspaper - Know Your World

Xerox Education Center
Columbus, Ohio 43216

APPENDIX J

SAMPLE OF RESPONSES FROM STUDENTS TO PERTINENT QUESTIONS CONCERNING THE SYLACAUGA EXEMPLARY PROJECT

SAMPLE OF RESPONSES FROM STUDENTS TO PERTINENT QUESTIONS CONCERNING THE SYLACAUGA EXEMPLARY PROJECT

Question:

1. What do you like best about studying careers and occupations in your vocational classes?

Student comments:

What I like best about the vocational they teach you how to go out and get a job.

Student comments:

I like the way that we work; doing different thing to help as went we go to look for a job.

Student comments:

Well I like studying about how to Mangage money and also how to take care of the house because it shows me how to keep a clean house what to clean And how to clean it

Question:

2. What would you like to have done in your classes to learn more about careers and occupations?

Student comments:

Visiting more Vocational School.
and see some of the occupation
Thay do.

Student comments:

I would like to plaind
more trip in the class

Student comments:

I would like to learn more about prog
and more about many thing and mor
how to learn more about the flower we
grow and we have to water the flow
over the weeken.

Question:

3. Did you tell your parents about this class? If so, what did they say about the class?

Student comments:

They said can stay in the Voc class next year. They said i was makeing good grade in here.

Student comments:

no

Student comments:

yes; They said that I was in a good class because they like the way they help me how to work.

Student comments:

He told me to get in the regular program because we don't hardly have any home work.

Question:

4. Please comment on where you work and how well you like your job.

Student comments:

My Job is custdian and I like it because Im going to try to get a job this summer and I hope this training can help me.

Student comments:

I like my work and the job that I do. But I don't think that it will help me to much in the future if I'm not going to ~~[illegible]~~ work this type of job.

Student comments:

I like it and learn how to babysit how to work with children.

Student comments:

The job is OK

Question:

5. You were given several tests by your teacher and guidance counselor. These tests were designed to help you learn more about yourself and your interests. In your classes you have studied different careers and occupations.

   Please comment on how you feel these activities and tests will help you when you leave school and go to work.

Student comments:

The test was good. These are the kind of question that people never thinks to ask themselfs. and I think everybody should [illegible] have they are and the type of person they are.

Student comments:

It will help you get along with others when I go to work.

Student comments:

It Can help me when I Am on my on And looking for a job. and it help to get a long with other Peoples.

Student comments:

How to keep a job and to work at it.

APPENDIX K

SHELTERED WORK EXPERIENCE SUPERVISOR'S CHECKLIST FOR STUDENT COMPETENCY DEVELOPMENT

SUPERVISOR'S CHECKLIST

FOOD SERVICE

______Shows interest and takes pride in work
______Shows a spirit of cooperation
______Shows a good attitude
______Shows a willingness to take special jobs
Did the following jobs (special) for extra credit:
______Rinse soiled plates
______Accepts milk money
______Cleans lunchroom
______Wipes trays clean
______Helps prepare food
______Helps serve food
______Stacks rinsed plates in plate rack for dishwasher
______Dries cooking utensils
______Puts plastic bags in garbage can
______Empties garbage trashcan
______Sets up steam table for serving
______Scrapes food off soiled plates
______Wipes food from tables
______Works with cooking ingredients
______Puts away clean dishes and flatware
______Washes pots and pans
______Stores fresh fruit
______Displays fresh fruit for serving
______Operates dishwasher
______Wipes tables before serving

JANITORIAL SERVICE

______Washes windows
______Cleans mops
______Cleans tools after each job
______Puts tools and equipment away in proper places
______Cleans rest rooms
______Mops
______Vacuums
______Cleans halls, auditorium
______Cleans classrooms, offices
______Washes walls
______Carries supplies and equipment to rooms
______Paints posters, signs for bulletin board, etc.
______Puts chairs down in auditorium
______Operates buffers
______Polishes furniture
______Sweeps off back porch behind lunchroom
______Picks up cans, bottles, trash, and paper in bushes, shrubbery, around building, on parking lot, and in curbs
______Cleans glass doors
______Cleans mirrors

GROUNDSKEEPING

______Cuts grass
______Cleans up dead tree limbs
______Prunes and cares for shrubbery and shade trees

SUPERVISOR'S CHECKLIST

Write - "G" for good
"S" for satisfactory
"N" for needs improvement

DOMESTIC SERVICE

______Helps in supervision of children's activities
______Reads stories to children

CITIZENSHIP (checked only when needed)

______1. Capable of doing better work.
______2. Wastes time - indifferent
______3. Creates a disturbance
______4. Work poorly done
______5. Does not follow directions
______6. Shows no respect for authority
______7. Coordinator-supervisor conference when needed
______8. Needs too much supervision

SUPERVISOR'S CHECKLIST
CUSTODIAL

Job. No.	Job	Very Good	Satisfactory	Needs Improvement
1.	Responsible for cleanliness			
	Clean Front Entrance (Daily)			
	Front door and windows (as needed)			
	Front hallway (daily)			
	Water Fountain (daily)			
2.	Rest Rooms			
	Clean wash basins (daily)			
	Clean toilet bowl (daily)			
	Mop floor (daily)			
	Put out disinfectant (daily)			
3.	Locker rooms			
	Clean garbage cans - areas (daily)			
	Sweep floor (daily)			

Job. No.	Job	Very Good	Satisfactory	Needs Improvement
	Mop (as needed)			
4.	Hallways			
	Sweep (daily)			
	Mop and scrub (as needed)			
	Wax (as scheduled)			
5.	Furniture			
	Dust (daily)			
	Wax (daily)			
	Re-furnish (as needed)			
6.	Light fixtures (clean monthly)			
	Replace bulbs (as needed)			
	Repairs (as needed)			
7.	Drain			
	Open and clean (daily)			
	Unstop (as needed)			

Job. No.	Job	Very Good	Satisfactory	Needs Improvement
8.	Woodwork and walls			
	Wash (as scheduled)			
	Touch-up painting			
	Minor repairs			
9.	Other necessary jobs (misc.)			
	ATTITUDE AND CONDUCT			
1. Takes interest and pride in work.				
2. Shows spirit of cooperation.				
3. Shows a willingness to do extra jobs.				
4. Maintains good attitude				

LUNCHROOM CUSTODIAL SERVICE CHECKLIST

Operation	M	T	W	T	F
Salt and Pepper Removed					
Tables Crumbed					
Garbage Cans Removed					
Garbage Cans Emptied					
Garbage Cans Scrubbed					
Garbage Cans Stored					
Tables Washed					
Chairs Washed					
Chairs Stacked on Table					
Tables and Chairs Moved					
Floors Spot-Mopped					
Floors Swept					

Operation	M	T	W	T	F
Tables Returned and Lined Up					
Chairs Replaced					
Tables and Chairs Lined Up					
Compound Removed					
Equipment Returned					
Lights Out					
Lunchroom Approved					

NOTE: Student Supervisor check in pencil

Lunchroom Supervisor check in pen

FOOD SERVICES
SUPERVISOR'S CHECKLIST

Student's name____________________ Date__________ School____________

JOBS OR TASKS	Very Good	Satisfactory	Needs Improving
1. Sells Milk			
2. Cleans Tables			
3. Cleans Lunchroom			
4. Runs Dishwasher			
5. Serves Food			
6. Helps Prepare Food			
7. Sets up Steam Table			
8. Dries and Stores Cooking Utensils, Dishes and Cuttery			
9. Washes Windows			
10. Sweeps			
11. Wash and Line Garbage Cans			
12. Empties Garbage			

JOBS OR TASKS	Very Good	Satisfactory	Needs Improving
13. Mops			
14. Stores Food			
15. Other duties			
16. Sells Ice Cream			
17. Washes Pots and Pans			
18. Washes Walls			
19. Circle one: Grade for the Week A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F			
20. Citizenship grade			
21. Need Disciplinary Action			
22. Says "odd things"			
23. Goes Beyond the Call of Duty			

APPENDIX L

LISTING OF NEW MATERIALS AND TEACHING UNITS DEVELOPED IN CONJUNCTION WITH THE SYLACAUGA VOCATIONAL EXEMPLARY PROJECT

LISTING OF NEW MATERIALS AND TEACHING UNITS DEVELOPED IN CONJUNCTION WITH THE SYLACAUGA VOCATIONAL EXEMPLARY PROJECT

Part I

Self-Concept and Attitude Development

1. Developing Self-Confidence
2. Why Work
3. Following Directions
4. Why Be On Time
5. Developing Good Work Attitudes
6. Cooperating On The Job
7. Growing Up
8. Discovering Your Interest
9. Your Personality and Job
10. Proper Dress
11. Personal Appearance and Cleanliness

Part II

A. Communication Skills

1. Speaking
2. Listening
3. Reading - Food Service
4. Reading - Commercial Food Services
5. Reading and Writing
6. Using The Telephone

B. Related Math

   1. Math as Related to Landscape Gardening
   2. Food Service
   3. Commercial Foods
   4. Custodial, Janitorial and Maintenance (Measurement and Measures)

C. Good Citizenship

Part III

Work Areas

Groundskeeping and Landscaping

   1. Lawn Mowing and Grooming
   2. Conservation and Ecology
   3. Constructing a Mini-greenhouse

Custodial, Janitorial and Maintenance Services

   1. Custodial Care, Equipment and Supplies
   2. Carpet Care
   3. Painting

Food Services

   1. Food Service Worker
   2. Kitchen Equipment
   3. Preparation of Salads
   4. Job Opportunities
   5. Measuring
   6. Use of Silverware
   7. Table Setting

Domestic Services

1. Child Care - Section I
2. Child Care - Section II
3. Child Care - Section III

Part IV

Work Station Supervision Checklists

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APPENDIX M

BIBLIOGRAPHY OF RESOURCE MATERIALS UTILIZED IN THE SYLACAUGA VOCATIONAL EXEMPLARY PROJECT BY EACH OCCUPATIONAL AREA OF STUDY

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APPENDIX N

THE ATTITUDE TEST OF THE VOCATIONAL DEVELOPMENT INVENTORY

THE ATTITUDE TEST OF THE VOCATIONAL DEVELOPMENT INVENTORY*

Directions

Listed below are a number of statements about occupational choice and work. Read each statement and decide whether you agree with it or disagree with it. If you agree or mostly agree with the statement, blacken the circle in the column headed T on the separate answer sheet. If you disagree or mostly disagree with the statement, blacken the circle in the column headed F on the answer sheet. Be sure your marks are heavy and black. Erase completely any answer you wish to change.

1. You have to know what you are good at, and what you are poor at, before you can choose an occupation.
2. Ask others about their occupations, but make your own choice.
3. It's unwise to choose an occupation until you have given it a lot of thought.
4. Once you make an occupational choice, you can't make another one.
5. In making an occupational choice, you need to know what kind of person you are.
6. A person can do anything he wants as long as he tries hard.
7. Your occupation is important because it determines how much you can earn.
8. A consideration of what you are good at is more important than what you like in choosing an occupation.
9. Plans which are indefinite now will become much clearer in the future.
10. Your parents probably know better than anybody which occupation you should enter.
11. Work is worthwhile mainly because it lets you buy the things you want.
12. Work is drudgery.
13. Why try to decide upon an occupation when the future is so uncertain.
14. It's probably just as easy to be successful in one occupation as it is in another.
15. By the time you are 15, you should have your mind pretty well made up about the occupation you intend to enter.
16. There are so many factors to consider in choosing an occupation, it is hard to make a decision.
17. Sometimes you can't get into the occupation you want to enter.
18. You can't go very far wrong by following your parent's advice about which occupation to enter.
19. Working in an occupation is much like going to school.
20. The best thing to do is to try out several occupations, and then choose the one you like best.
21. There is only one occupation for each individual.
22. The most important consideration in choosing an occupation is whether you like it.
23. Whether you are interested in an occupation is not as important as whether you can do the work.
24. You get into an occupation mostly by chance.
25. It's who you know, not what you know, that's important in an occupation.

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*Crites, John O., Psychological Monographs--General and Applied. (Washington, D.C.: American Psychological Association, Inc., 1965) Vol. LXXIX, No. 2, pp. 35-56.

26. Choose an occupation which gives you a chance to help others.

27. Choose an occupation, then plan how to enter it.

28. Choose an occupation in which you can someday become famous.

29. If you have some doubts about what you want to do, ask your parents or friends for advice and suggestions.

30. Choose an occupation which allows you to do what you believe in.

31. The most important part of work is the pleasure which comes from doing it.

32. It doesn't matter which occupation you choose as long as it pays well.

33. As far as choosing an occupation is concerned, something will come along sooner or later.

34. Why worry about choosing an occupation when you don't have anything to say about it anyway.

35. The best occupation is one which has interesting work.

36. I really can't find any occupation that has much appeal to me.

37. I have little or no idea of what working will be like.

38. When I am trying to study, I often find myself daydreaming about what it'll be like when I start working.

39. If I have to go into the military, I think I'll wait to choose an occupation until I'm out.

40. When it comes to choosing an occupation, I'll make up my own mind.

41. I want to really accomplish something in my work—to make a great discovery or earn lots of money or help a great number of people.

42. As long as I can remember I've known what I want to do.

43. I can't understand how some people can be so set about what they want to do.

44. My occupation will have to be one which has short hours and nice working conditions.

45. The occupation I choose has to give me plenty of freedom to do what I want.

46. I want an occupation which pays good money.

47. I often wonder how successful I'll be in my occupation.

48. I know which occupation I want to enter, but I have difficulty in preparing myself for it.

49. I know very little about the requirements of occupations.

50. I want to continue my schooling, but I don't know what courses to take or which occupation to choose.

51. I spend a lot of time wishing I could do work that I know I cannot ever possibly do.

52. I'm not going to worry about choosing an occupation until I'm out of school.

53. If I can just help others in my work, I'll be happy.

54. I guess everybody has to go to work sooner or later, but I don't look forward to it.

55. I often daydream about what I want to be, but I really don't have an occupational choice.

56. The greatest appeal of an occupation to me is the opportunity it provides for getting ahead.

57. Everyone seems to tell me something different, until now I don't know which occupation to choose.

58. I have a pretty good idea of the occupation I want to enter, but I don't know how to go about it.

59. I plan to follow the occupation my parents suggest

60. I seldom think about the occupation I want to enter.

Correct Responses for Measurement of Vocational Maturity on "The Attitude Test of The Vocational Development Inventory."

VM Scale

4.	F	15.	F	27.	T	38.	F	51.	F
5.	T	16.	T	28.	F	39.	F	52.	F
6.	F	18.	F	29.	T	40.	T	53.	F
7.	F	19.	F	30.	T	41.	F	54.	F
8.	F	20.	F	31.	T	42.	F	55.	F
10.	F	21.	F	32.	F	43.	F	56.	F
11.	F	23.	F	33.	F	45.	F	57.	F
12.	F	24.	F	34.	F	48.	F	58.	F
13.	F	25.	F	36.	F	49.	F	59.	F
14.	F	26.	F	37.	F	50.	F	60.	F

Correct Responses for Measurement of Deviation on "The Attitude Test of The Vocational Development Inventory."

D Scale

1.	F	3.	F	17.	F	35.	F	46.	F
2.	F	9.	F	22.	F	44.	T	47.	F

APPENDIX O

THEMATIC APPERCEPTION TEST RESPONSE SHEET AS MODIFIED FOR SELF-CONCEPT IN MIDDLE GRADE STUDENTS

CODE # ____________________ RATER ________________________

____________________ ________________________

1. How does this person see himself: Does he lack confidence or is he self-confident?

0 1 2 3 4 5 6 7 8 9 10

Essentially Negative Lacks self-confidence	Essentially positive Is self-confident

2. To what extent is this person identified with others? How does he see himself with others?

0 1 2 3 4 5 6 7 8 9 10

Strongly alienated	Strongly identified

3. To what extent is this person open to new experiences?

0 1 2 3 4 5 6 7 8 9 10

Closed, prejudiced (Distorted reactions)	Essentially open and accepting

4. To what extent may the student be considered adequate? Determine this by averaging the above ratings.

0 1 2 3 4 5 6 7 8 9 10

Student is generally inadequate	Student is very adequate

APPENDIX P

BATTLE STUDENT ATTITUDE SCALE

BATTLE STUDENT ATTITUDE SCALE

Directions

Students of this school, like students of all schools, have different feelings about things. This survey is for you to express your feelings toward yourself, other students, your teachers, your school administration, and your school as a whole. This is NOT a test. There are no "RIGHT" or "WRONG" answers as a whole. EVERY ANSWER THAT TELLS HOW YOU FEEL IS A RIGHT ANSWER FOR YOU. By marking how you feel about each statement, you can help your school become a better school.

Fill the following blanks.

Date ____________ Boy or Girl _______________

School _________________________ Grade ______

DIRECTIONS:

Draw a circle around MT if the statement is mostly true or true for you. Draw a circle around S if the statement is about half-true and half-false for you. Draw a circle around MF if the statement is mostly-false or false for you.

MT S MF 1. I think I am too shy.

MT S MF 2. I often feel the need to make excuses for the way I act.

MT S MF 3. I often change the way I do things or what I believe in order to please someone else.

MT S MF 4. It worries me to think that some of the people I know may dislike me.

MT S MF 5. I feel that I have little to give to the helping of others.

MT S MF 6. I feel that I might be a failure if I don't make certain changes in my life.

MT S MF 7. When meeting a person for the first time, I want to know at once whether he or she likes me.

MT S MF 8. Although people sometimes praise me, I feel that I do not really earn the praise.

MT S MF 9. I become afraid when I think of something I have done wrong or might do wrong in the future.

MT S MF 10. I would be happier if I didn't have certain faults or fears about myself.

MT S MF 11. I am not at ease at parties and other social affairs.

MT S MF 12. I don't know what I really want out of life.

MT S MF 13. I feel that I am too often left out of things.

MT S MF 14. When my feelings change from sad to happy and happy to sad, I do not know why.

MT S MF 15. I feel unhappy much of the time.

MT S MF 16. I dislike several of my classmates.

MT S MF 17. Members of my class do not know each other very well.

MT S MF 18. Students at this school are snobbish or "stuck-up."

MT S MF 19. Many of my classmates do not act as old as their age.

MT S MF 20. A few students at this school run all the student affairs.

MT S MF 21. Many boys and girls at this school feel that they do not "belong" here.

MT S MF 22. There is little effort at this school to make new students feel "at home".

MT S MF 23. Students at this school do not try to help other students who are in trouble.

MT S MF 24. I find it hard to take a real interest in the activities of some of my friends.

MT S MF 25. When I am first getting to know a person of my age, I compare him or her with me to see whether I am better or not as good as this person.

MT S MF 26. I think that my teachers in general will not listen enough to student ideas.

MT S MF 27. I feel that few of my teachers are willing to help one student at a time, (that is to help a student individually).

MT S MF 28. Some of my teachers favor girls more than boys.

MT S MF 29. Some of my teachers favor boys more than girls.

MT S MF 30. Not many of my teachers are up to date (as they are behind the times) in what they teach and how they teach it.

MT S MF 31. I feel that many of my teachers think I know less than I do know.

MT S MF 32. It seems to me that some of my teachers often talk unkindly to students.

MT S MF 33. It seems to me that several of my teachers are nervous and easily excited.

MT S MF 34. Some of my teachers are always using words that are too big for me to understand.

MT S MF 35. I believe that most of my teachers are too strict.

MT S MF 36. My teachers expect too much of me.

MT S MF 37. I believe I have a teacher who would give a higher grade because a student complimented him or her or did a favor for the teacher.

MT S MF 38. I hate at least one of my teachers.

MT S MF 39. I think that some of my teachers seem to feel that they are always right and the student is always wrong.

MT S MF 40. I believe that some of my teachers try to make students afraid of them.

MT S MF 41. It seems to me that some of my teachers are inclined to be "bossy".

MT S MF 42. I feel that none of my teachers grade fairly.

MT S MF 43. I believe that most of my teachers should be more pleasant and cheerful.

MT S MF 44. I think that most of my teachers would rather not see and talk to me when school is out.

MT S MF 45. In many of my classes I feel that the teachers do not want me to express my real opinion, thoughts, or idea.

MT S MF 46. I feel that the principal does not like suggestions from the students.

MT S MF 47. I think the principal is too strict.

MT S MF 48. I would not go to the principal's office to talk to him unless I was made to go.

MT S MF 49. I believe there are too many rules in this school.

MT S MF 50. I don't believe the principal would want to help me with a personal problem.

MT S MF 51. It seems to me that if a student is from a family who has more money, or is considered more important, that he or she will get better treatment from the principal.

MT S MF 52. I believe this school would run just as well without our principal.

MT S MF 53. I don't know what our principal does to make this school better.

MT S MF 54. There are many things about my principal that I wish he or she would improve.

MT S MF 55. I believe this school could be run much better.

MT S MF 56. It seems to me that my textbooks are "behind the times" or not up to date.

MT S MF 57. I don't believe that any of my courses or subjects will be useful to me in the work I might do when I finish school.

MT S MF 58. I think there is little opportunity or chance for students in this school of different grades to meet and get to know each other.

MT S MF 59. I think there are too many things that our school organizations are not allowed to do.

MT S MF 60. At this school art exhibits, musical programs, assembly programs, and the like are not put on to help students learn more but to show them off.

APPENDIX Q

GALLINGTON'S OBJECTIVE INSTRUMENT AND GENERAL INSTRUCTIONS FOR ITS USE

PAGE 226-229 OF THIS DOCUMENT ~~WAS~~
~~REMOVED PRIOR TO ITS BEING SUBMITTED~~
~~TO THE ERIC DOCUMENT REPRODUCTION~~
~~SERVICE BECAUSE IT~~ WOULD NOT REPRO-
DUCE IN MICROFICHE.

APPENDIX R

SYLACAUGA EXEMPLARY PROJECT BUDGET
1970-1973

Title of Project: A SHELTERED WORK EXPERIENCE CENTERED CURRICULUM FOR LOW ACHIEVING STUDENTS

Name of Project Director: Dr. William C. Berryman

Applicant Organization: Sylacauga City Board of Education

Beginning and Ending dates: July 1, 1970 to June 30, 1971

BUDGET 1970-71

Category	Amount
Teachers-Coordinators Salaries	$32,632.27
Secretary	2,200.00
Consultants	450.00
Employee Benefits for Teachers and Secretary	4,434.00
Consultant Travel	--
Staff Travel	120.13
Curriculum Materials for Work Experiences	499.54
Curriculum Materials for Core Program	708.22
Supplies for Work Experiences	688.96
Paper, stencils, etc.	166.51
Telephone	27.56
Postage	25.00
Duplication and Reproduction	--
Evaluation Services	300.00
Equipment (Tools for Work Experiences)	4,771.02
TOTAL	$47,023.21

Title of Project : A SHELTERED WORK EXPERIENCE CENTERED CURRICULUM FOR LOW ACHIEVING STUDENTS

Name of Project Director: Dr. William C. Berryman

Applicant Organization: Sylacauga City Board of Education

Beginning and Ending dates: July 1, 1971 to June 30, 1972

BUDGET 1971-72

Category	Amount
Teachers-Coordinators Salaries	$ 32,000.00
Secretary	2,880.00
Consultants	250.00
Employee Benefits for Teachers and Secretary	4,450.69
Consultant Travel	150.00
Staff Travel	200.00
Curriculum Materials for Work Experiences	500.00
Curriculum Materials for Core Program	1,000.00
Supplies for Work Experiences	1,000.00
Paper, stencils, etc.	800.00
Telephone	45.75
Postage	45.53
Evaluation Services	475.00
Equipment (Tools for Work Experiences)	1,000.00
TOTAL	$ 44,796.97

Title of Project: A SHELTERED WORK EXPERIENCE CENTERED CURRICULUM FOR LOW ACHIEVING STUDENTS

Name of Project Director: Mr. Ruben H. Porch

Applicant Organization: Sylacauga City Board of Education

Beginning and Ending dates: July 1, 1972 to June 30, 1973

Category	Amount
Teachers-Coordinators Salaries	$ 32,360.00
Secretary	2,880.00
Consultants	--
Employee Benefits for Teachers and Secretary	5,278.95
Consultant Travel	--
Staff Travel	200.00
Curriculum Materials for Work Experiences	--
Curriculum Materials for Core Program	--
Supplies for Work Experiences	--
Paper, stencils, etc.	--
Telephone	--
Postage	--
Insurance - Liability	200.00
Evaluation Services	375.00
Equipment (Tools for Work Experiences)	--
TOTAL	$41,293.95

Title of Project: A SHELTERED WORK EXPERIENCE CENTERED CURRICULUM FOR LOW ACHIEVING STUDENTS

Name of Project Director: Dr. William C. Berryman (1970-71-72)and
Mr. Ruben H. Porch (1972-73)

Applicant Organization: Sylacauga City Board of Education

Beginning and Ending dates: July 1, 1970 to June 30, 1973

Yearly Totals

	1970-71	$47,023.21
	1971-72	44,796.97
	1972-73	41,293.95
TOTAL FOR PROJECT		$133,114.13